1978

Olivet Nazarene College Annual Catalog 1978-1979

Olivet Nazarene University
Olivet Nazarene University

Olivet

EDUCATION WITH A CHRISTIAN PURPOSE

1978/79
Undergraduate/Graduate
Catalog

For Your Information Needs . . .

The Post Office address of Olivet Nazarene College is Kankakee, Illinois 60901. Mail to administrators, offices, faculty and students may be sent to this address.

The College is located in the village of Bourbonnais on the north side of Kankakee. The campus is one and a half miles southwest of Exit 315 on Interstate 57. It is at the junction of U.S. 45-52 and Illinois 102.

The telephone number of the college switchboard is 815-939-5011. Through the Centrex system our operator will redirect calls to any office or student. Calls may also be dialed directly to offices by using the numbers listed below. Administration offices are in Burke Hall or as noted below.

Inquiries to the College may be directed to:

THE PRESIDENT 939-5221
General Interests of the College

THE DEAN OF THE COLLEGE 939-5214
Undergraduate curriculum, Instructional programs and Graduate programs

THE ASSISTANT DEAN OF INSTRUCTION 939-5213
Student Academic Problems, Class Schedules, Orientation

THE DIRECTOR OF ADMISSIONS 939-5203
Admission of freshmen and transfer students, requests for catalogs, applications for admission and other information

THE REGISTRAR 939-5201
Registration for classes, graduation requirements, requests for transcripts of records, grades

THE DIRECTOR OF FINANCIAL AID 939-5249 Miller Hall
Applications and information on grants, loans, scholarships

THE BURSAR 939-5245 Miller Hall
Payment and arrangements of college student accounts

THE DIRECTOR OF PERSONNEL 939-5240
Student employment on campus and Kankakee area, staff positions

THE DEAN OF STUDENTS 939-5333 Ludwig Center
General welfare of students, campus policies

THE ASSOCIATE DEAN OF STUDENTS 939-5224 Ludwig Center
Residence Halls, room assignment information, policies

THE ASSISTANT DEAN OF STUDENTS
Campus Activity Calendar, Ludwig Center Schedule

THE DIRECTOR OF DEVELOPMENT 939-5341
Requests for services of the college such as musical groups, guest speakers, etc. to churches, districts, organizations.

THE BUSINESS MANAGER 939-5241 Miller Hall
Business affairs of the college, purchasing

THE DIRECTOR OF PUBLICITY 939-5295
News, publications, special events, *The Olivet Collegian*

Several hundred students have classes daily on one of the five levels of Burke Administration Building.

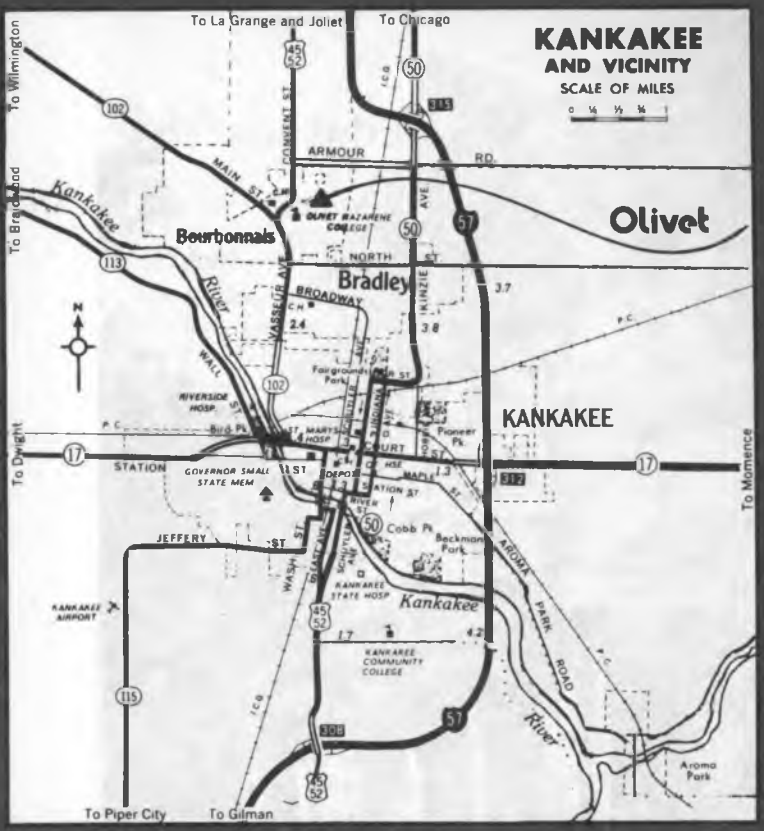
a descriptive bulletin with explanations of programs & courses for 1978-1979

Olivet Nazarene College

Kankakee, Illinois 60901

Telephone 815-939-5011

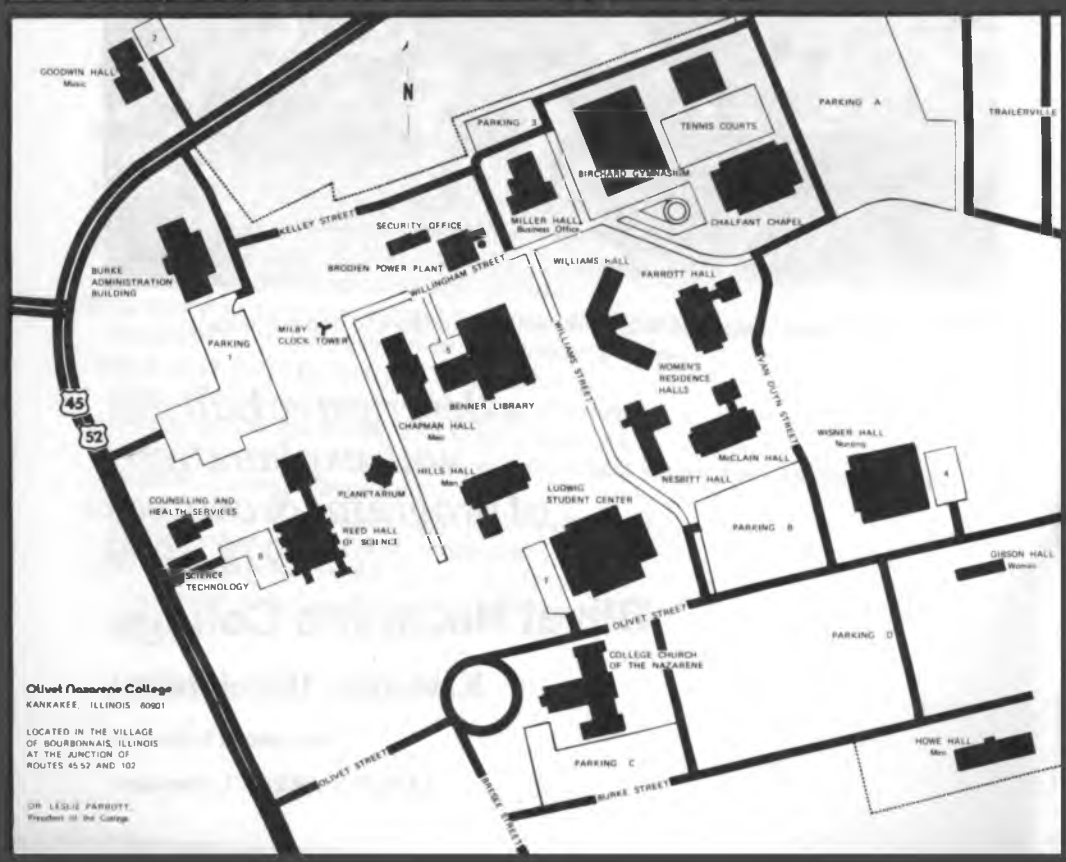
LESLIE PARROTT, *President*



Olivet is only a mile from Interstate 57, 60 miles south of Chicago.

We welcome campus visitors throughout the year.

Come to Burke Administration Hall or Ludwig Center.



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1. Prizewinning float in Homecoming Parade by the Junior Class
2. Debi Lucas receives Homecoming Queen's crown from Carol Kloster Harris.
3. Go, Tigers, go!
4. Outdoor classes . . . occasionally
5. Touchdown!
6. Two points for Sam Harris (33) backed up by Denny Followell (45).

Photography by Gordon Wickersham, Editor.

This catalog will remain in effect during the period for which it is issued. However, the college reserves the right to make whatever changes in curricula or policies that may be necessary.

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Learning Activities Committee.

Information concerning semester course offerings, time schedules, faculty members and other information will be published by the college prior to the opening of each semester.

3. Dr. Neil Roth offers advice on career plans.
4. Paul Clack's mobility is assisted by the chairlift at the front entrance of Burke Hall.
5. Precision instruments aid advanced chemistry students in compound analysis.

Commencement is held outdoors in front of the Benner Library, providing an ample view for over 3,000 guests.

Leslie Parrott, Ph.D., President

1

Education With A Christian Purpose

"Education With a Christian Purpose" can be viewed from two standpoints. The sponsoring denomination, The Church of the Nazarene, has very definite purposes in the establishment and continuing support of colleges. In turn, Olivet has clearly set forth its "Statement of Purposes and Objectives" as an institution of higher learning.

Consistent with these purposes the college aspires to promote the development of a Christian academic community which involves students, professors, administrators, trustees, and staff employees. All members of this special com-

munity should agree that religion has a place in the total process and that, in fact, it must function to unify the entire curriculum. This community proceeds on the premise that Jesus Christ is the Way, the Truth, and the Life; that He, as the Great Example, calls each individual to the development and dedication of his talents in sacrificial service to his fellow man. It holds that all truth is God's truth and, therefore, cannot be segmented into secular and non-secular departments. In order for the college to succeed it has a right to expect from all who seek membership in the college community a feeling of sympathy and common cause for this basic orientation.

"Education With a Christian Purpose" may also be viewed from the standpoint of the student and his objectives. Each student must find and identify a central core of values about which to organize his life and activities. Under the counsel and guidance of more mature members of this academic community, young people are assisted in the sifting and sorting of ideas and values of the past and present. Olivet proceeds from the assumption that her task is not complete apart from a person's salvation from sin and the complete commitment of his life to the will of God. Decisions and adjustments in this area are highly individual and personal, but the influence of the community of Christian faculty and students should be conducive to building one's value system within the evangelical Christian tradition. Students from various nations, states, and denominations have found in Olivet the kind of academic community in which they wish to undertake advanced studies.

Statement of Faith

Olivet Nazarene College recognizes that there is a body of knowledge which is to be found in the humanities, the natural sciences, the social sciences, and theology, about the objective and subjective worlds. The data are available to Christian and non-Christian scholars alike through both the empirical and rationalistic methods. The College acknowledges this dualistic approach to knowledge as accommodating man's finiteness. In no way does a method constitute the ultimate criterion of truth; thus appeal is made to scripture, experience, reason, and tradition. Olivet endeavors to foster a discipline of scholarship based upon these methods of observing and interpreting the facts and experiences of life, culminating in an adequate understanding of God, man, and the world. Since Olivet is an evangelical liberal arts college, applied theology is the integrating factor in the educational experience.

Theologically, the College emphasizes the theistic view of God and man as interpreted in the Arminian-Wesleyan tradition. This view of man and the world acknowledges the presence of sin and depravity within human nature and its effect on his natural state and history.

As an indication of the commitment of Olivet Nazarene College to the historic Christian position, it affirms a statement of faith which defines its doctrinal convictions as follows:

1. That there is one God — the Father, Son, and Holy Spirit.
2. That the Old Testament and the New Testament Scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.

3. That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
4. That the finally impenitent are hopelessly and eternally lost.
5. That the atonement through Jesus Christ is for the whole human race; and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. That the Holy Spirit bears witness to the new birth, and also to the entire sanctification of believers.
8. That our Lord will return, the dead will be raised, and the final judgment will take place.

Statement of Objectives

Olivet Nazarene College is an institution of higher education owned and controlled by the Church of the Nazarene serving as its official college on the Central Educational Zone. In fulfilling its educational goals the College also seeks to serve those in the local region who are in sympathy and harmony with her aims and objectives. It seeks to communicate effectively the historical and cultural heritage, to provide opportunity for liberal arts education in a Christian academic community, and to lead those who are not established in the Christian faith into the experience of full salvation.

The College articulates its objectives in three distinct and clearly defined dimensions:

General Education Dimension

To provide general educational experiences with a view to developing:

A. A knowledge of the Bible, the revealed Word of God, as the foundation of the doctrines of the Christian faith, and the basis of moral and spiritual values by which one may discipline his life; and an acquaintance with the heritage of the Christian church;
B. Ideals of democracy and an understanding of the institutions of modern society;
C. Habits of constructive, critical thinking and effectiveness in oral and written communication;
D. An understanding of the nature of science and the arts and their relation to Christian philosophy;
E. Wholesome personal habits of living according to the laws of health and physical development, including a wise use of leisure time and active participation in a well-balanced recreational program.

Academic Professional Dimension

To provide opportunity for concentration in chosen areas of learning, including:

A. An academic specialization equipping the individual for meaningful and productive living;
B. Opportunities for basic and advanced preparation in the several areas of Christian ministry, lay leadership, and churchmanship;
C. Programs leading to further graduate or professional studies;
D. Professional education in selected areas on the undergraduate and graduate levels;
E. Appropriate two or three-year programs in specific areas.

Socio-Christian Dimension

To provide a Christian academic community atmosphere which is conducive to the implementation of the motto "An Education With A Christian Purpose" through:

A. The development of a Christ-centered character in preparation for excellence in service and citizenship;
B. An appreciation for the historical and theological heritage of the Christian church and the development of a sense of responsibility to the fulfillment of her mission;
C. A commitment to the ethical ideals and standards of the Bible and the Church of the Nazarene;
D. Active participation in social and political institutions of contemporary society;
E. The development of personal and social poise, firm convictions, and consideration for the rights and feelings of others;
F. Learning how to relate the Christian faith to the problems of world concern.

History of the College

In 1907 a group of devout people in Georgetown, Illinois, who desired a distinctly Christian atmosphere for the education of their children, started an elementary school. A year later, the group purchased several acres of land three miles south of the original location, and enlarged the school to include a secondary level of education. This community became known as Olivet, Illinois, and was to later share its name with the school located there. In 1909, the school added a college of liberal arts and became known as Illinois Holiness University.

The trustees of the school soon realized the wisdom of affiliating with an established denominational group whose doctrines and standards were in agreement with the founding fathers, and in 1912 gave the college to the Church of the Nazerene. A few years later the name was changed to Olivet College. By 1939 the enrollment, college and academy, was about 300 students and the

physical plant consisted of five brick structures and several frame buildings on the fourteen acre campus.

In November, 1939, the administration building which housed the classrooms, library, practice room, laboratories, offices, and chapel was destroyed by fire. After careful consideration of the expansion program necessary to the future development of the rapidly growing college, the trustees purchased the present campus in Bourbonnais, Illinois. The present name, Olivet Nazarene College, was adopted at that time.

Wisner Hall for Nursing Education

Campus and Facilities

The campus of Olivet Nazarene College consists of one hundred fifty acres of contiguous land. The principal buildings are arranged on about fifty acres, the remainder serving as playing fields, housing for married students, parking, and sites for future development.

The older buildings of the campus are solid masonry construction and represent the architecture of their time. Burke Administration Building and Chapman (men's residence) Hall are of Bedford Limestone while Miller Business Center and Birchard Gymnasium are of brick, tile, and steel construction. The newer buildings, including Benner Library and Learning Resources Center, Chalfant Hall Auditorium, Williams, McClain, Nesbitt and Parrott Halls (women's residences), Hills Hall (men's residence), Reed Hall of Science, Ludwig Center, Brodien Power Plant, and Wisner Hall of Nursing are of steel, brick and stone construction with a modern functional design.

The Benner Library and Learning Resources Center was constructed in 1974-75 at a cost of more than $2 million. It combines in one structure of 80,000 square feet on four floors both the new building and the Memorial Library which was completed in 1955.

The Library now houses over 108,000 volumes, plus some 50,000 other items (government documents, maps, audio-visual materials, records, sheet music, microfilm); receives over 900 periodicals. Many back issues of periodicals and the *New York Times* are on microfilm. As a depository, the library receives U.S. Government Documents on a selective basis. Photocopying, a microfilm

reader-printer, and typewriters are available for student use for nominal fees. The music room, with an excellent collection of records and musical scores, has listening facilities including cassette tape players and stereo headphones. An audio-visual center, television studio and computer center are significant features of the new building.

Location and Transportation Facilities

Olivet Nazarene College is located in the village of Bourbonnais north of Kankakee, Illinois, sixty miles south of Chicago. The campus is situated on highways U.S. 45 & 52, Ill. 102, and near Ill. 50 and Interstate 57. Kankakee is served by Amtrak Rail Passenger Service and Greyhound bus line. Mail, telegraph, and telephone connections are made by way of Kankakee, Illinois.

The population of Kankakee County is over 100,000, including 32,000 in Kankakee, 13,500 in Bradley and 11,000 in Bourbonnais.

The location gives the college many advantages. Students enrolling in Olivet Nazarene College have the opportunity of earning part of their expenses in the many factories and business places of Kankakee. The nearness of the school to Chicago lends the cultural advantages of the large city and classes make field excursions to the points of interest.

Williams Hall is one of five major residence halls for women students.

Hills Hall is one of five major residence halls for men students.

The Academic Affairs Committee meets monthly to consider proposals for new courses and academic majors. The heads of each division of studies are included with several other faculty members, administrators and students.

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Design for Educational Excellence

Olivet Nazarene College is committed to academic excellence. The college is fully accredited by the North Central Association of Colleges and Secondary Schools as a four-year bachelor's degree-granting institution. It has also been given full accreditation for its master's degree programs.

It is accredited by the National Council for the Accreditation of Teacher Education and approved by the Illinois State Department of Education as a teacher training college. The Illinois Office of Education gave full approval to all our Teacher Education programs in its regular five year periodic review on January 17, 1975.

Its baccalaureate degree program in Nursing is approved by the Committee of Nurse Examiners of the Department of Registration and Education of the state of Illinois.

Olivet is a member of the American Association of Colleges for Teacher Education, National Commission on Accrediting, American Council on Education, Midwest Association of Graduate Schools, Associated Colleges of Illinois, Illinois Federation of Colleges, and The American Association of University Women. It is a member of the Associated Colleges of the Chicago Area, with the privilege of selective use of the Argonne National Laboratories for research and educational purposes.

Olivet carries on a continuous program of self-study in the belief that improvement is a continuing process. Its faculty is competent for the duties assigned. An effort is made to bring a genuine academic challenge to every student. This is done with the conviction that the impact of Christian lives can be increased by excellence of scholarship, logical thought and effectiveness in communication. The college seeks through its curriculum, co-curricular activities, and campus citizenship to assure the priority of academic discipline and achievement.

A genuine encounter with the traditional liberal arts is felt to be the best way to assure the development of the whole person and to give balance in making the judgments required in a world of rapid change. Accordingly, Olivet Nazarene College offers the student a variety of opportunities for growth according to his aptitude and interests. These opportunities are presented through curriculum, co-curricular activities, field experiences, and the library. Teachers and counselors are ready to assist the student in planning his program, but the student has primary responsibility for meeting requirements for graduation, licensing, certification, and graduate school admission.

Undergraduate Studies and Schedules

The college calendar is built on two semesters of 15 weeks and a three week January term. The semester hour is the unit of credit at Olivet. A semester hour is equivalent to one 55-minute class period per week for a semester. It is expected that the average student will spend two hours in preparation for each period in class. In laboratory courses a two hour period is considered the equal of one hour recitation or lecture period. A normal semester load is fourteen to sixteen semester hours. One hundred twenty-eight semester hours are required for graduation with the bachelor's degree. A minimum of sixty-four semester hours are required for the Associate of Arts degree. All programs feature the dimension of breadth and also the dimension of depth.

General Education Basic Requirements

In order to provide the student with a broad base of experience and knowledge in the various fields of human activity and to carry out the general aims of Christian education as outlined in the institutional objectives, special courses have been developed to meet the needs of students in all degree curricula. In certain fields of study the student is required to select from among several courses according to his interest or plans for future study.

Courses numbered in the 100's and 200's should normally be completed during the freshman or sophomore years. General education courses numbered 300 or above will be completed during the last two years of study. (See Classification, *Catalog*, p. 42). Students planning a program of teacher education should consult special instructions related to general education, *Catalog*, p. 50.

The general education requirements for all bachelor degree programs are as follows:

	Credit Hours
Group I — Biblical Literature and Theology	**12**
1. Bib. Lit. 115 — English Bible	5
*2. Theol. 223 — Christian Doctrine	5
3. Bib. Lit. 459 — Bible and Life	2
Group II — Literature, Philosophy, and Fine Arts	**9**
1. F.A. 101 — Introduction to Fine Arts	3
2. English and/or American Literature (Eng. 109, 110, or 111 Recommended)	4
Additional Literature, Music Literature, Literature in foreign language, or Philosophy	2
Group III — Natural Science and Mathematics	**9-10**
1. A laboratory science	4-5
**2. Mathematics or Physical Science	3
3. Additional Natural Science	2-3
Group IV — History and Social Sciences	**9**
**1. Two of the following courses:	
Sociology 121, Intro. to Sociology	
History 101, 102 — General European Survey	
History 121, 122 — U.S. History	
Bus. Adm. 102 — Intro. to Business	
Pol. Science 123 — American Government	
2. Additional Social Science chosen from the following fields	3
Economics, Geography, History, Political Science, Psychology, Sociology	
Group V — International Understanding	**6-10**
Either A or B	
A. ***Foreign language (French, German, Greek, Russian, or Spanish) through intermediate level	10
B. Courses in international relations or foreign cultures viz., Hist. 361, 363, 364, 371, Geog. 122, Pol. Sci. 365, English 363, 364, Philos. 351, 352, 355, Soc. 364, 374, 383, or Econ. 208, 363	6
Group VI — Service Courses	**8**
1. Eng. 103, 104 — General English	6
2. Physical Education	2
P.E. 101 and selections from P.E. 102-118.	
Total	**53-58**

*Religion majors take Theol. 115 instead of Theol. 223, and Bib. Lit. 459 is not required. Biblical Literature majors take Theol. 353, 354 instead of 223.

**All teachers must take three semester hours of mathematics and U.S. History or Government. History 121 or Pol. Sci. 123 and Pol. Sci. 125 meets certification requirements for Illinois.

***Candidates for the Bachelor of Arts degree must meet the foreign language requirements. Candidates for the Bachelor of Science and Bachelor of Theology degrees may complete option B.

A student continuing study of a foreign language which he had studied in high school may accelerate toward the completion of the requirement depending upon the high school record in that language and upon the results of a college placement examination. Students with demonstrable oral and written competence in a second language may be permitted to waive the language requirement for graduation upon petition.

Associate of Arts Degree Requirements

Associate of Arts degree specializations are offered for Dietetic Technicians, Teacher Aides, in Science Technology, Secretarial Science and Social Welfare. These programs can be completed in two years and the credits may apply toward the requirements for a bachelor's degree.

For the Associate of Arts degree the general education requirements are:

	Credit Hours
Group I — Biblical Literature and Theology	**5**
Group II — Literature, Philosophy, and Fine Arts	**5**
Group III — Natural Science and Mathematics	**4-5**
Group IV — History and Social Science	**6**
Group V — International Understanding	**0**
Group VI — Service Courses	**8**
Total	**28-29**

The Associate of Arts degree is awarded upon completion of the specific requirements of each curriculum and upon recommendation of the faculty. The following general requirements apply:

1. A minimum of 64 semester hours of credit;
2. A minimum grade point average of 2.0 ("C");
3. Completion of the General Education requirements of 28-29 hours;
4. Completion of the specialization, including supporting courses as approved by the department.
5. The student must file an application for the degree six months prior to the expected date of graduation.

Specialization for Bachelor's Degree Programs

Before admission to junior standing the student will choose an area of specialization as his major field of study. By this means the student will be enabled to examine more intensely a specific field of study and thus to gain depth and a degree of competence in using and communicating this knowledge.

The following chart indicates the fields in which Olivet offers programs of study. The degree or degrees to which each program leads is shown in the columns headed "major." An x in the minors columns indicates that a minor is offered in the field. Columns headed "Teacher Education" indicate which fields offer a teaching major or minor; — those headed "Non-Teaching" indicates those which offer only a non-teaching major or minor.

Bachelor's Degree Programs at Olivet Nazarene College

	Major		Minor	
Field	**Teacher Education**	**Non-Teaching**	**Teacher Education**	**Non-Teaching**
Accounting		A.B., B.S.		x
Art	A.B.	A.B.	x	x
Biblical Literature		A.B.		x
Biology	A.B., B.S.	A.B., B.S.	x	x
Botany		A.B.		x
Business Administration		A.B., B.S.		x
Business Education	A.B., B.S.		x	
Chemistry	A.B.	A.B., B.S.	x	x
Christian Education		A.B., B.S.		x
Computer Science		A.B., B.S.		x
Dietetics		A.B., B.S.		x
Earth and Space Sciences (see Physical Science)			x	x
Economics				x
Education	A.B., B.S.			
Engineering Physics		B.S.		
English	A.B.	A.B.	x	x
French			x	x
General Science			x	
General Studies		A.B., B.S.		
German			x	x
Greek				x
History	A.B.	A.B.	x	x
Home Economics	A.B., B.S.	A.B., B.S.	x	x
Mathematics	A.B.	A.B., B.S.	x	x
Medical Technology		A.B., B.S.		
Music, Church & Choral		A.B., B.S.		x
Music Education	A.B., B.S.		x	
Music Performance		A.B.		
Nursing		B.S.		
Philosophy		A.B.		x
Physical Education	A.B., B.S.	A.B., B.S.	x	x
Physics	A.B.	A.B., B.S.	x	x
Physical Science (Interdisciplinary)	A.B., B.S.	A.B., B.S.	x	
Psychology		A.B., B.S.	x	x
Religion		A.B., Th.B.		x
Religion & Philosophy		A.B.		
Romance Languages	A.B.	A.B.		
Social Justice		A.B., B.S.		x
Social Science	A.B.	A.B.	x	
Social Welfare		A.B., B.S.		
Sociology		A.B.		x
Spanish			x	x
Speech Communication		A.B.	x	x
Zoology		A.B.		x

The Illinois Office of Education gave full approval to all our Teacher Education programs in its regular five year periodic review on January 17, 1975.

General Studies Major

Most students will find a concentration of work in the departmental or divisional major adequate to their needs at the under-graduate level. For some, **the General Studies major will provide the opportunity to select from several departments courses that will contribute to their life goals.**

This major is ideal for a student whose interests lie in related fields such as art, music and literature or psychology, physical education and Christian education. It also accommodates those preparing for law or medical schools. In effect it is a functional major.

This major will consist in not less than sixty semester hours of courses related to the student's declared life objective selected from more than one division of the college. Normally, this declaration is made in connection with Application for Junior Standing at the end of the sophomore year. Application for candidacy for the degree in General Studies *must* be made to the Dean of the College at least two semesters before graduation. The applicant will present in writing a full statement of his vocational purpose and his reasons for believing that such a degree program will best meet his individual needs.

Upon receipt of the application the Dean shall appoint a committee whose function it will be to accept or reject the application, to develop a plan of studies, and to determine the degree to be awarded. Once the student has been accepted as a candidate for this major he must work very closely with his committee and may not register for, nor withdraw from, any course without prior advice and approval from the committee.

Preparation for Graduate Study, and Pre-Professional Study Programs

While Olivet Nazarene College does not offer majors in the following specific disciplines, it has developed degree programs which adequately prepare students for graduate and professional study in these fields. Detailed programs outlining the preparation available at Olivet may be obtained by writing to the Director of Admissions or to the Chairman of the appropriate department.

Fields for which Olivet offers preparations include: Biochemistry, Biophysics, Chemical Physics, Counseling Psychology, Engineering, Geochemistry, Geology, Geophysics, Guidance and Counseling, Law, Mathematical Physics, Medicine, and Physical Therapy.

The student planning to pursue one of the pre-professional curricula is advised to ask the Dean of Students for assignment to the appropriate pre-professional advisor. He is also advised to acquaint himself with the requirements for admission to the professional school in which he plans to study after completing his work at Olivet.

Requirements for Graduation—Bachelor's Degree

Baccalaureate degrees offered by the College are awarded upon completion of the appropriate curriculum and upon recommendation of the faculty. The following general requirements apply to Bachelor of Arts, Bachelor of Science, and Bachelor of Theology degrees:

1. A minimum of 128 semester hours of credit;
2. A minimum grade point average of 2.0 ("C");
3. A minimum of 40 hours of credit in upper division courses (courses numbered 300 or above);

4. Completion of the General Education studies of 53-58 hours listed on page 15;
5. Completion of a major program of study as specified by the division or department in which the major is taken or the major in General Studies described above;
6. Completion of supporting courses as specified by the major department;
7. The student taking the Bachelor of Arts degree must offer foreign language under the Group V general education requirement. This requirement may be satisfied by offering credit in the intermediate level of the language.
8. The student must file an application for the degree six months prior to the expected date of graduation.
9. Students may participate in commencement as August graduates only if they are within 12 hours of graduation by the end of the spring semester, and have filed a plan of studies with the registrar by April 1.

Ministerial Training for the Older Student

For those men who have felt their call to the ministry later in life and who are not able to take the full degree program, Olivet Nazarene College offers the Ministerial Certificate Program.

This program is described in the *Catalog* under the Division of Religion and Philosophy, page 116.

Graduate Studies

The Master of Arts degree is offered with majors in Biblical Literature and Theology. The Master of Arts in Education degree is offered with majors in Elementary Education and Secondary Education. These programs are described on pp. 131-145 in this *Catalog*.

A dozen colorful Christmas cards were set up along the highway beside the campus. The four-foot square cards were painted by Olivet art students on heavy wood forms.

Homecoming Queen and her court, 1977.

Dean of Students Ted. R. Lee pauses to chat with several coeds in the Ludwig Center dining hall.

3

Student Life

Under the direction of the Dean of Students, a concerted effort is made to encourage the development of the whole person. Through numerous organized activities, an extensive system of counseling and guidance, a supportive residence hall program, and a well-developed system of student government, each student is encouraged to develop his full potential as a well-integrated person.

Counseling Services

Olivet College provides an effective counseling program which is designed to make capable and mature advisers available to students. Each entering freshman is assigned to a faculty member who serves as his academic adviser until he has chosen his major, at which time he will be assigned to his major academic advisor.

Besides the assigned adviser the student is encouraged to call upon all of the counseling services on the campus including the Dean of Students, the Associate Dean of Students, the Assistant Dean of Students, counselor-at-large, resident directors, student resident assistants, area pastors and all of the administrative personnel of the college.

Freshman Orientation

Olivet Nazarene College seeks to assist in every way possible in orienting its students to the academic, social and religious life of the college. Hence, the orientation program consists of a variety of activities including testing, student-parent orientation sessions, and other transitional activities, especially designed to assist the student in launching a successful college career. It is a part of the broader freshman advising program in which all freshmen participate.

A special orientation program for incoming freshmen is sponsored by the college at three times during the summer months prior to the opening of school. At this time each freshman will visit the campus with his parents and will participate in the pre-registration testing program and will be pre-registered for the first semester of academic work. At this time, also, orientation sessions will be held with the parents to acquaint them with the college program.

The total orientation program is co-ordinated with the freshman advising program of the institution and is under the direction of the Assistant Dean of Instruction.

Resident Campus Philosophy

The administration of regulations regarding student conduct is one of the responsibilities of the Dean of Students. Resident students are immediately responsible to the Resident Directors of the various residence halls. These persons are responsible to the President of the college through the Dean of Students and his staff for personal guidance to all students. Non-resident students are urged to seek the advice and counsel of the Counselor-at-large, the Dean of Students, the Associate Dean of Students, and the Assistant Dean of Students.

Rules and practices of conduct are formulated with the development of spiritual and scholastic attainments in mind. The college reserves the right to request withdrawal on the part of any student who manifests an inability or disinclination to conform to the rules.

Students are expected to observe the rules of conduct and have agreed to do so by making initial application for admission as a student. Failure to keep this commitment may result in a variety of disciplinary actions, including suspension from college. The rules of conduct are as follows:

1. All students are encouraged and expected to be faithful in their attendance at the services of the church and are urged to support its total program.
2. Refrain from the use of coarse or obscene language, profanity, tobacco, alcoholic liquors, narcotics, all forms of hallucinogenic drugs and gambling, im-

moral conduct, including sexual promiscuity, as well as various other forms of personal dishonesty.

3. Students will refrain from all forms of hazing and/or conduct which is destructive or that disrupts the normal campus activities.
4. Refrain from attending the commercial motion picture theatre, dances, night clubs, taverns, and similar forms of entertainment.
5. The possession of firearms or the possession or use of explosives of any kind is forbidden.
6. Normally it is undesirable for students to be married during the academic school year. Under certain circumstances, permission may be granted by the college President for students to marry during the regular student vacation periods and between semesters. In such cases it is necessary for the student to secure the permission of the President of the college at least 30 days prior to the date of the marriage.
7. All over-night or extended campus leaves are subject to the Associate Dean of Students. Freshmen students are urged to limit their weekend passes to one per month.
8. Arrangements for single students living off the campus must be approved by the Associate Dean of Students.
9. Students who room at private residences off campus are under the same rules as students who room in the residence halls.
10. Students are expected to observe all rules and regulations governing the various residence halls. (See Student Handbook.)
11. The following is a statement for guidance in the matters of dress: Olivet Nazarene College has traditionally sought Christian simplicity, modesty, and propriety in dress and appearance. (See Student Handbook.) This in in harmony with the Bible and the Manual of the Church of the Nazarene. All students are expected to comply with the spirit as well as the letter of the General Rules of the Church of the Nazarene in these matters.
12. The school has the authority to formulate reasonable rules at any time, in keeping with the standards and purposes of the institution.

Student Government and Organizations

The governing unit of the Associated Students of Olivet Nazarene College is the Student Council. This body is responsible, along with the college administrative officers, to foster wholesome social and religious activities on the campus. Under its jurisdiction the various academic and social clubs carry out these various activities. These clubs include: Business Club, Hone Economics Club, Honor Society, Association of International Students, Music Educators, Pre-Med Club, Philosophical Society, Psychology Club, Sigma Tau Delta (English Club), Nurses Christian Fellowship, "O" Club, Association of Physics and Engineering Students, Kappa Delta Pi (National Education Honor Society), Phi Alpha Theta (History Club), Young Republicans Club, Young Democrats Club, Drama Club, Debate, Circle K.

Publications — The students at Olivet sponsor two publications: the Aurora, the college annual; and the Glimmerglass, the college newspaper. These publications provide a channel for literary and artistic expression and add greatly to the campus environment. In addition to these the Olivet Collegian, a quarterly, is published by the college administration.

Residence Associations — The Women's Residence and the Men's Residence Associations are designed to assist in meeting the various needs of students in residence. They endeavor to foster Christian fellowship, promote the fundamentals of etiquette, and carry on a continuous program of dormitory life improvement. Among some of the activities sponsored by these various organizations are: prayer meetings, open house, teas, spiritual counseling, basketball tournaments, and various inter-dorm activities. The W.R.A. and M.R.A. Councils consist of an elected president and representatives from each of the four academic classes. Membership is voluntary and open to all students living in residence halls.

Religious Organizations — The student council sponsors several religious organizations for the purpose of fostering a vital spiritual life on the campus and providing opportunities for Christian Service.

The Spiritual Life Committee assumes responsibility for two on-campus programs, namely, Campus Ministries, which meets informally for Christian worship and fellowship; and Aware which is designed to maintain a missionary emphasis among the students and provide fellowship for students preparing for the mission field.

Spiritual Life also directs three off-campus ministries which include: Gospel Crusaders (GC's), Media Ministries and Evangels. These organizations are responsible for the off-campus ministries of the students involving services and witnessing programs in the churches on the educational zone, and ministry in the local Kankakee area through service organizations and rest homes. Every student is invited to participate in Spiritual Life activities with on-campus or off-campus interests.

Musical Organizations — The Department of Music provides students with various opportunities for musical expression through its choral and instrumental organizations. Those groups are: Brass Choir, Choral Union, College Orchestra, Concert Band, Concert Singers, Handbell Choir, Marching Band, Orpheus Choir, Treble Clef Choir and Viking Male Chorus. These ensembles, together with College-sponsored quartets and trios, provide vitally important performance experience and represent Olivet locally and on the educational zone.

Intercollegiate Athletics — Olivet is a member of the Northern Illinois Intercollegiate Conference and the National Association of Intercollegiate Athletics and participates in intercollegiate athletic competition. Team sports for men include football, basketball and baseball. Individual sports include track, tennis, and wrestling. Women's intercollegiate participation includes basketball, softball, volleyball, and tennis.

Intercollegiate athletics is considered an integral part of the total educational program of the college. Students who participate must be registered for a minimum of 12 hours and must meet all the eligibility requirements set forth by the college and the N.A.I.A. Through Christian athletics the students find unique opportunities for witnessing for Christ.

Intramural Athletics — Olivet Nazarene College sponsors a well balanced program of intramural athletics for men and women.

The intramural program is under the direction of the Department of Physical Education.

The activities are carried out on a competitive basis. Students are selected by a drafting process conducted at the beginning of each school year. Students participating in the various events can earn points both for participation and for placing. The Senior Intramural Award is given to two senior men and two senior women. They are chosen by the Physical Education department.

Birchard Field House includes an indoor track and swimming pool in addition to the basketball and volley ball courts. Outdoor ball diamonds, tennis courts, and the track and field facilities add to the interest and effectiveness of the athletic program.

Lecture and Culture Series

Olivet has many distinguished guest speakers and groups throughout the school year sponsored by several lecture series and the Culture Series. These programs are open to students, faculty and staff and the community.

The Culture Series is funded in part through student activity fees and in part by admission fees. These programs have included eminent speakers like Dr. E. Stanley Jones, Dr. Wernher Von Braun, Coach John Wooden; musical groups including the United States Navy Band, the Walden String Quartet, the Roger Wagner Chorale, plus other programs of discussion, films, music and drama such as the National Marionette Group.

The S. S. White Lectures on Christian Holiness has brought to the campus men like Dr. William Greathouse and Dr. Albert Lown.

The Staley Distinguished Christian Scholar Series have been given by Dr. Carl F. H. Henry, Dr. Oswald Hoffman, Dr. T. W. Willingham and Dr. Stanley D. Walters. It is sponsored by the Staley Foundation.

The Faith of Our Fathers Lecture Series has included Dr. Donald Metz, Mrs. Wanda Knox and Dr. Howard Hamlin. It is sponsored by Rev. Louis McMahon.

Motor Vehicles

All motor vehicles owned or operated by students to and from Olivet Nazarene College and on the campus must carry an official college vehicle permit. All students are eligible to register a vehicle upon application with the Traffic Manager at the time of registration or within 48 hours after securing a vehicle. Failure to register a vehicle according to these regulations may result in a fine and denial of permit for the remainder of the semester. Single students living under college supervision either in a college residence or in college approved private homes are advised not to maintain vehicles for personal use while enrolled at Olivet.

It is within the discretion of the college administration to disqualify any applicant or revoke a permit by reason of any one or all four of the following: (1) academic deficiency, being interpreted as falling below a grade point average of 1.75 in any grade period; (2) financial incapacity, or the inability to satisfactorily discharge financial obligations while enrolled as a student; (3) social infractions, particularly those involving the use of vehicles; and (4) excessive traffic violations. A vehicle permit may be revoked at any time by the Traffic and Security Committee if it is considered that the student is misusing his vehicle privilege. A copy of Olivet's vehicle traffic and parking regulations is available to each student at the time of registration at the college.

Vehicles used for student transportation shall be fully covered by liability and property damage insurance at all times.

Minors may not have a vehicle permit without the written approval of parents.

The traffic regulations of Olivet are set forth by the authority of the Traffic and Security Committee which is made up of five faculty-staff members and four student members. This committee also serves as an appeals board to hear traffic complaints and ticket appeals. Appeals are to be submitted on a standard printed form which is available upon request at the Traffic Office, Dean of Students Office or from the Associate Dean of Students. All such forms are to be returned to the Traffic and Security Committee chairman in care of the Dean of Students Office. The applicant will then be notified of the next Appeal Review date and must personally appear to secure the hearing of his appeal.

1. A Christmas Carol.
2. Grover Books is the chief carver.
3. Spring picnic fling.
4. These are a few of my favorite things.
5. Music, music, music.
6. All the pancakes you can eat!
7. Rudy Atwood, guest pianist in chapel.
8. Over 100,000 books to choose from here.

Parents and new students visit the campus for freshman orientation during the summer.

4

Admission Requirements and Procedures

Applications for admission are acceptable up to one year prior to time of matriculation. Applicants are urged to submit their applications as soon as they have completed their junior year in high school, and can present a transcript covering at least six semesters work.

Notice of Nondiscriminatory Policy as to Students

Olivet Nazarene College admits students of any race, color, creed, handicap, sex, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, creed, handicap, sex, national and ethnic origin in administration of its educational policies, admissions policies, financial aid, scholarship and loan programs, and athletic and other college-administered programs.

New students are required to make application on forms which may be obtained from the Admissions Office and to file the following with the Director of Admission: (a) transcripts of all high school and post-high school work attempted (ordinarily sent directly on request of the student); (b) medical history on a form supplied by the Admissions Office; (c) two or more certificates of recommendation, also on forms supplied by the Admissions Office; and (d) one photograph. All transcripts become the property of Olivet Nazarene College and are a part of the student's permanent file. Students transferring from another school are expected to present credentials of honorable dismissal. The Director of Admissions will assist high school students in planning programs to meet Olivet's entrance requirements.

The final day for filing an application for admission is:

August 1 — First or Fall semester
January 1 — Second or Spring semester
June 1 — Summer Session

Reasonable assurance of admission will be granted upon presentation of satisfactory certificates of recommendation and of academic standing.

Reservations for rooms in the college residence halls may be made with the application for admission if the room deposit of $30.00 is sent to the admissions office. Rooms are not reserved until the student has been accepted for admission. Rooms are assigned by the Office of the Associate Dean of Students. See page 33 for more information.

Academic requirements of admission may be met in three ways:

A. Admission by Certificate. Candidates for admission to freshman standing may present a certificate of graduation from an accredited four-year high school or academy showing the studies pursued, the time devoted to each subject, and the credits received. The student shall present a high school grade average of C or above in college preparatory subjects, and rank in the upper three-fourths of his graduating class. The recommendation of the principal for the admission of the candidate to the College is desirable.

The College reserves the right to assign the freshman to remedial work in reading and in English if deficiency appears in these fields. Such courses will be required but no credit will be allowed for them.

A minimum of fifteen units of secondary school work is required, including two majors and one minor, selected from the following five fields: English, foreign language, mathematics, science, and social studies. One major must be in English.

In certain cases where the applicant ranks in the upper half of his high school class in scholarship, specific major and minor requirements may be waived.

Major. — A major consists of three unit courses in one field. (See special requirements for a major in each of the various fields as stated below.)

Minor. — A minor consists of two unit courses in one field. (See special requirements for a minor in each of the various fields stated below.)

The required majors and minors defined above may be selected from the following five groups:

1. *English.* — (In all cases one major must be in English.) Only courses in history and appreciation of literature, composition (including oral composition when given as a part of a basic English course), and grammar will count toward a major.

2. *Foreign Language.* — Three units, two of which must be in the same language, constitute a major. Two units in one language constitute a minor.

3. *Mathematics.* — Only courses in algebra, plane geometry, solid and spherical geometry, trigonometry and advanced mathematics (calculus) will be accepted toward a major or minor in this subject. (General mathematics may be accepted in lieu of alge-

bra and geometry in cases where the content of the course is essentially the same as that ordinarily included in algebra and geometry.)

4. *Science.* — (Including physics, chemistry, botany, and zoology; general science, or physiology and physiography; astronomy, and geology.) The three units required for a major must include at least a total of two units chosen from one or more of the following subjects: physics, chemistry, botany, and zoology. Biology may be offered in place of botany and zoology. The two units required for a minor must include at least one unit from the above subjects.

5. *Social Studies.* — (Including history, civics, economics, commercial or economic geography, and sociology.) The three units required for a major must include at least two units in history. The two units required for a minor must include at least one unit in history.

B. Admission by Examination. Mature persons above high school age (19 or over) who have not completed high school but who have had other opportunities to develop educationally, may be cleared for entrance in Olivet Nazarene College by the successful completion of the General Educational Development (G.E.D.) examination.

In some instances a student may demonstrate that he is qualified to carry college work successfully although his grade average in high school is below that accepted for admission. If the applicant has reason to believe that this is true, he may write the Director of Admissions explaining any extenuating circumstances that may be offered. If the explanation is considered reasonable the applicant may be permitted to try for admission by an examination to be taken prior to enrollment.

The examination used is the battery of tests provided by the American College Testing (A.C.T.) program. On the basis of these scores a student may be admitted to the college, or requested to participate in a special three week program immediately preceding the beginning of the semester. This Basic Instructional Guidance program (B.I.G.) is required of, and designed for, the student whose previous academic record and test results indicate a risk of failure. By the improvement of study skills, thorough orientation to college, and special counseling, the student is prepared to attempt college courses. Upon successful completion of this course, the student is admitted to the college. If the student does not complete this course satisfactorily, admission to the college may be denied.

C. Admission to Advanced Standing. Students from other accredited colleges seeking admission to advanced standing in the College must present evidence of honorable dismissal from the institution last attended and a certificate indicating the previous standing and work accomplished. Students from other institutions given advanced standing in this college must show a grade average of C or above. Any course with a grade of D or F will not be accepted as transfer credit. However, the cumulative grade point average will be considered in determining admission. Students with a cumulative grade point average below C from previous college work may be denied admission to Olivet, or admitted under retention status as described in the academic regulations.

A maximum of 68 semester hours will be accepted from junior colleges as transfer credit at Olivet.

Waivers and Advanced Placement

The American College Testing program (A.C.T.) must be taken before registration may be completed. Preferably this test should be taken in the last of the junior or the first of the senior year. The test is given nationally several times a year. The ACT may also be taken at Olivet at freshman orientation if necessary.

Freshmen are admitted to classes only after completing the freshman testing program.

The College Level Examination Program (CLEP) may be used to establish credit and advanced standing for students who have attended non-accredited colleges or institutes. It may be used to establish up to 30 hours of General Education credit. Incoming freshmen ranking in the upper ten percent of their graduating class and in the upper decile on their ACT composite score may take the CLEP to establish advanced standing and credit up to 30 hours.

Credit in the above cases will be granted only on scores of 500 and above on the English test, and 50 and above on each of the other tests. Credit validated by use of the CLEP does not apply toward a major or minor unless so specified by that department. The student will be billed a $10 fee per hour for such credit. In all cases, full academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene College. Waiver of required freshman courses will allow more electives for the student who has done superior work in high school.

The CLEP tests can be used to substitute for these equivalent courses at Olivet:

CLEP	Credits	ONC Course
English Composition	6 hours	English 103, 104
Natural Science		
Biological	3 hours	Biology 101
Physical	3 hours	Natural Science 102
Mathematics		
Skills	3 hours	Mathematics 101
Content	3 hours	Mathematics 112
Humanities		
Fine Arts	3 hours	Fine Arts 101
Literature	3 hours	English 109, 110 or 111
Social Science		
Social Science	3 hours	Sociology 121
History	3 hours	History 101

A student must receive credit in both biological and physical science in order for Olivet's "laboratory science" requirement to be satisfied. Mathematics credits do not satisfy the Olivet requirement for "additional science."

CLEP credit does not apply toward the international understanding general education requirement.

Students accepting credit in any of the CLEP tests should not take equivalent courses at Olivet or elsewhere, since credit cannot be given twice for the same courses.

Nursing, mathematics or science majors may be required to actually take the science and mathematics courses rather than accept CLEP credit. Consult with academic adviser or registrar before accepting the CLEP credit.

A visit to the bookstore helps start the semester right.

5

Financial Information

The education costs for Olivet are among the lowest for mid-western colleges, and are made possible by generous support from the Nazarene districts which comprise Olivet's educational zone.

Olivet's business office, financial aid and admissions counselors are prepared to aid students and parents in planning to meet the cost of their educational experience. Several plans or "packages" of financial aid are available to fit individual needs through a combination of payment plans, scholarships, grants, loans and employment.

General Expenses

The following is an itemized estimate of the cost of a regular course for one semester:

1. Registration Fee $10.00
2. General Fee $53.00
   (Required of all students enrolled for seven hours or more, includes student activity,* medical, health insurance, and mail handling fees)
3. Tuition Charges
   Twelve to sixteen semester hours $970.00
   (one to eleven hours at $81.00 per hour)

   Applied Music Tuition Additional
   Private (piano, voice, organ and orchestral instruments for one lesson per week per semester) $50.00**
   Class (piano, voice and orchestral instruments per course) $18.00

4. Room and Board (Board cafeteria style) average cost $632.50

Total Tuition, Fees, Room and Board (Semester) $1,665.50
Total Tuition, Fees, Room and Board for a school year (two semesters) $3,331.00

Tuition charges for the January term (up to three hours) will be waived for students completing twelve or more semester hours in either the fall or spring semesters. For others the tuition charge is $81.00 per hour.

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*The Student body, acting on the recommendation of the Student Council, establishes a general student activities fee from year to year. This fee takes care of the Aurora (the college yearbook), the student newspaper, lyceum courses, and absorbs the ordinary class dues. The assessment voted by the student body is $33.00 per semester. Occasionally the student body will vote a small fee for a special project. The above is intended to be a general guide and not an exact statement.

**Students paying literary tuition for five semester hours or less will be charged $80.00 for private lessons.

Laboratory and Special Fees

ACT Assessment (American College Test) $9.00
Art Classes 5.00
Audit (per credit hour) 10.00
Automobile Registration and parking per semester
  Resident Student 10.00
  Non-Resident Student 5.00
Ceramics Class 10.00
Change in registration after first week 2.00
CLEP Test (College Level Examination Program) 22.50
CLEP (Credit Per Hour) 10.00
Dietetic Technician Field Experience
  Course H.E. 280, per credit hour 7.00
Developmental Reading Program*** 25.00
English as a Foreign Language*** 25.00
Graduation Fee 21.00

Home Management Residence Option 25.00
Introduction to Fine Arts 7.00
Instrument Rental 7.00
Key Deposit for Room 3.00
Laboratory Fee, per course per semester
(Science, Nursing, Computer, Home Economics, Physical Education) 20.00
Late Registration (one day late) 10.00
Second day and after, per day additional 2.00
Late Tests 2.00
Lockers, per semester 1.00
NLN Comprehensive Examinations 8.00
Office Practice or Office Machines Fee 15.00
Photography Class 20.00
Practice Room, one hour daily, per semester
Organ 25.00
All others 15.00
Proficiency Examination 10.00
Proficiency Credit, per hour 10.00
Reading Laboratory 5.00
Room Deposit 30.00
Secretarial Procedures Fee 10.00
Student Teaching 72.00
Swimming Class, per semester 2.00
Thesis Binding Fee 10.00
Typing and transcription Classes 10.00
Zero Credit 15.00

***This price is $50 to those not enrolled as a student at the college.

Methods of Payment

1. All charges are due and payable at the time of Registration at the beginning of each semester or term. Checks should be made payable to Olivet Nazarene College. It is helpful if the student's name and ONC ID number is written on the check.

2. Acceptable methods of payment are as follows:

A. Payment in full.

B. 50% down at registration, 25% within 30 days and the balance within 60 days following registration.

C. 30% down at registration, 30% within 30 days and the balance within 60 days following registration.

D. For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Educational Funds, Inc. This plan of payment begins July 1. For information, write EFI, Suite 3200, Prudential Plaza, Chicago, Illinois 60601.

E. We accept Visa (Bank Americard).

Where financial aid has been awarded, the percentage of down payment and payment of balance is calculated after deducting such awards.

An itemized statement will be sent to the parent (student's home address), unless otherwise directed.

3. Any financial arrangements between the college and its students will be binding only if such agreement is in printed or written form. Any arrangements concerning finances should be made with the Bursar.

4. A 1% interest charge is added to any unpaid balance at the end of each month.

No degree will be conferred or credits transferred until all accounts are paid in full.

Any student who has become delinquent through failure to make payment or proper arrangements may be disenrolled until such matters are satisfactorily taken care of with the Bursar's Office.

All purchases in the Book store are to be cash or check. We accept Visa (BankAmericard).

5. For further information concerning payment of student accounts, contact the Bursar's Office in Miller Business Center. 939-5245.

Room and Board

All students living in the dormitories will be required to participate in the board plan. In case of withdrawal from the school the board will be refunded on a pro rata basis.

1. Rooms are rented for full semesters only. Students vacating a room during the first half of a semester will be charged a minimum of one-half the semester rate. No refunds will be made for withdrawal during the second half.

2. A student is required to pay a room deposit of $30.00 when applying for admission. This room deposit is held until the student vacates college housing, provided the premises are left in satisfactory condition. The deposit will be refunded if the application is not approved or if a refund is requested before August 1 or no later than one month before the beginning of the semester for which the reservation was made.

3. A deposit of $3.00 will be required for each room key.

4. The College is not responsible for personal property in case of theft, damage or loss by fire.

5. Students are required to pay for any damage, other than ordinary usage, to furniture or fixtures during their occupancy of the room.

Withdrawals and Course Drops

If a student officially withdraws from school, or drops his course load below 12 hours before the end of the semester, he is entitled to the following financial adjustments:

1. Fees — no refunds
2. Tuition — 10% charge per week, i.e., (attending class 2 weeks, 20% charge, 80% refund, etc.)
3. Room — minimum of one half if withdrawing in first half of semester. No refund will be made during the second half.
4. Board — pro rata adjustment on the unused portion as of the end of the week the student completes withdrawal at the Bursar's Office and surrenders his meal pass.

The effective date of any withdrawal or course drop will be the date such withdrawal or drop is officially requested. Please refer also to pages 41-42.

Adjustments are computed as of the end of the week in which the student makes official withdrawal. Protracted absence from class does not constitute a withdrawal, and will be treated as a failure.

No refund will be made in the case of students who are asked to leave school because of violation of rules, or as a result of disciplinary action taken by the Student Personnel Service Committee, except board, which would be as outlined above.

Student Financial Aids

At Olivet Nazarene College we believe that every qualified student should have the opportunity for a college education in a congenial, Christian atmosphere.

Our financial aid program is designed to help students achieve these goals. The two-fold purpose of financial aid is to 1) assist students who have financial limitations that would hinder their college education; and 2) to promote and encourage scholarship by making awards available to students who have shown significant academic achievement.

The comprehensive financial aid program includes scholarships, grants, loans and employment.

The student and his family are primarily responsible for paying as much as possible toward college costs. This should be carefully considered by each family in reading through the College Scholarship Service booklet "Meeting College Costs" which is available from Olivet or any high school guidance office.

The Financial Aid Director has offices in Miller Business Center. These counselors and the admissions office counselors are readily prepared to advise students and parents concerning financial aids.

All correspondence regarding financial aid should be addressed to the Director of Financial Aid, Olivet Nazarene College, Kankakee, Illinois 60901.

General Information

All students seeking financial assistance by way of loans and grants must first have the parents or guardians complete the Financial Aid Form. A student's qualification for assistance rests largely on the basis of a satisfactory grade point average together with an analysis of the financial need. The College Scholarship Service is utilized to determine the financial need from the Financial Aid Form.

When it is determined the student qualifies for a grant, the grant is awarded on a non-repayable basis. Loans are awarded on the basis of repayment usually after graduation or termination of studies.

How to Start

The required Financial Aid Form may be secured from the high school principal or guidance counselor, or from the Director of Financial Aid, Olivet Nazarene College, Kankakee, Illinois 60901. After completion of this form, it is to be sent, together with service fee, to the College Scholarship Service. Request should be made that their Financial Need Analysis Report be sent to Olivet.

Scholarships

Scholarships are awards offered on the basis of academic ability, special talents, or the personal interest of donors. These awards carry no obligation for repayment.

A number of scholarship awards are made available each year by Olivet Nazarene College. The policy of the college is to award only one college sponsored scholarship per person per year. This policy does not exclude additional scholarships or assistance from other sources.

Honor Scholarships: The Olivet College Honor Scholarship is a conditional award of $2,000 for students admitted to the college who rank in the top 5% of their high school

graduating class or the top 5% of national ACT composite scores (28 or above). To qualify on the ACT score the student must also be in the top 10% of his high school class. No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score.

Credit on student account in the amount of $500 will be awarded for the first year, half each semester, and each succeeding year for a maximum of four years, providing the student maintains a grade average of B+ or better (3.35). The high school transcript must show the rank in class.

The Olivet Nazarene College President's Scholarship is a conditional award of $1,000 for students admitted to the college who rank in the top 10% of their high school graduating class or in the top 10% of national ACT composite scores (26-27). To qualify on the ACT score the student must also be in the top 20% of his high school class. No formal application is needed for incoming freshmen, as the award is made on the basis of the high school transcript and/or ACT score.

Credit on student account in the amount of $250 will be awarded for the first year, half each semester, and each succeeding year to a maximum of four years, providing the student maintains a grade average of B (3.00). The high school transcript must show the rank in class.

Transfer students will be considered for the **Honor and President's scholarships** on the same basis as continuing Olivet students. Application forms may be secured from the Director of Admissions.

Divisional Scholarships: A number of $100 scholarships are available to freshmen who do not qualify for the Honor or President's scholarships but who show a very high proficiency in a particular field of study. In the Division of Fine Arts (Music Department) interested students should send an audition tape or plan a live audition on campus. In other divisions of the college especially high scores on tests or other evidences of superior standing will be considered. Application forms may be secured from the Director of Admissions.

A. K. and Beatrice Harper Fund for Ministerial Students: Established in 1959 by A. K. Harper because of his concern for needy students who are preparing for the ministry. $15,700.

Reed Scholarship for Graduate Students in Religion: Dr. and Mrs. Harold W. Reed have established a fund to support a scholarship for graduating senior in religion who pursues graduate work in religion at Olivet. $7,900.

Virgie Stewart Memorial Scholarship: A fund has been established by the faculty and staff ladies of Olivet in memory of Mrs. Virgie Stewart. An award will be made each year to a student of junior standing with a major in modern languages. $3,500.

The Kathryn Ruth Howe Elementary Education Scholarship: This fund was established by Miss Kathryn Ruth Howe because of her concern for needy students who are preparing for teaching on the elementary school level. $2,500.

Olivet Faculty Club Scholarships: The Faculty Club of Olivet Nazarene College makes available two scholarships worth $50 each to deserving young people who have a grade point average of 3.00 or better. These scholarships are to be awarded by the Admissions and Scholarship Committee of the faculty.

Home Economics Scholarship Two scholarships are made available for upperclass students in home economics. The scholarships of $200 and $100 are made available through the generosity of a friend of the college.

Elmire M. Helm Scholarship: This fund of $7,500 was made available through the will of Elmira M. Helm. Income from the fund is available to worthy Nazarene students each year from Huntington County, Indiana.

Vernal Carmichael Scholarship Fund: This fund was established in memory of Dr. Vernal Carmichael. A scholarship will be granted each year to an outstanding student of junior standing majoring in business administration. $3,500.

District Scholarships: The Nazarene Young People's societies of ten districts of the Central Educational Zone, Church of the Nazarene, offer several scholarships each to students from their district who attend Olivet Nazarene College. Conditions under which these scholarships are granted may be obtained by corresponding with the District N.Y.P.S. presidents. The current number and size of the scholarships now offered are as follows:

Illinois District	One award of $200
Indianapolis District	Two awards of $100 each
Chicago Central District	One award of $200
Eastern Michigan District	One award of $200
Northwestern Illinois District	Two awards of $125 and $75
Michigan District	Two awards of $500 each
Northeastern Indiana District	One award of $500
Southwestern Indiana District	Two awards of $100 each
Northwestern Indiana District	One award of $100
Wisconsin District	One award of $100

The Olivet Nazarene College Prize for Bible Knowledge: Olivet Nazarene College awards an annual prize of $100 in tuition credit to the Nazarene high school student on each of the districts of the Central Educational Zone who best demonstrates his knowledge of an assigned portion of the Bible, provided the District Nazarene Young People's Society will add an equal or greater amount to the prize. Some District Scholarships above are designated by the districts to match this award.

Robert MacDonald Scholarship: This fund has been established by Robert MacDonald to provide scholarship funds for needy ministerial students. $43,500.

Reed Scholarship Fund for Ministerial Students: This fund has been established by alumni, faculty and staff in honor of Dr. and Mrs. Harold W. Reed to provide scholarship funds for needy ministerial students. $41,000.

Anna and Eloise Mitten Scholarship: Dr. L. G. Mitten and others have set up a limited student scholarship fund as a memorial to his deceased wife, Anna, and daughter, Eloise, which is available to qualified juniors or seniors who need additional help in order to complete their programs at Olivet Nazarene College. $5,600.

International Students Scholarship: Available to full time, international students already attending Olivet. The scholarship is awarded on the basis of scholarship and need. $1,500.

Merl and Elma Benner Scholarship: Available to a graduate student in the Department of Religion. The scholarship is awarded on the basis of scholarship and need. $4,000.

Mayme Carmichael Music Scholarship: This scholarship was made available by Mrs. Mayme Carmichael. Any Olivet student who is a music major is eligible. Selection is made by the music faculty, and is based on musical proficiency and need. $2,300.

Naomi Larsen Music Scholarship: This fund has been established by friends of Mrs. Larsen in recognition of her distinguished service to Olivet. Any Olivet student who is a music major is eligible. Selection is made by the music faculty, and is based on musical proficiency and need. $2,600.

Howard and Adda Farmer Scholarship: Established in 1975 for worthy and needy students. $22,000.

Stan Jacobs Scholarship Fund: Established in 1975 to be used for worthy students with special need. $3,000.

Hale-Wilder Music Scholarship: This scholarship of $500.00 has been provided by Robert Hale, New York City Opera Co., and Dean Wilder, Director of Vocal Instruction, William Jewell College. It is available to voice majors by audiiton before the voice faculty and the Head of the Department of Music. $4,500.

Grants-In-Aid

Basic Educational Opportunity Grants are provided by the Federal Government to all students who qualify on the basis of need. The Financial Aid Form application for the Basic Grant may be secured from Olivet Nazarene College or from any high school. The awards in 1978-79 will range from $200 to $1,600. There is no charge to apply for the Basic Grant with the Financial Aid Form.

Supplemental Educational Opportunity Grant may be given to students with exceptionally high need above the amount they receive through the Basic Grant. The SEOG is awarded through the college from funds allocated to the school by the federal government. Each award is based on the analysis report of the Financial Aid Form in addition to the Basic Grant application.

Illinois State Scholarship Commission Monetary Award: The State of Illinois provides financial assistance to all residents of the state who show a need for college assistance on an annual application. This grant may cover tuition and fees to a maximum of $1,-550 a year. The application form is available at Olivet or any Illinois high school.

Other State Grants: Residents outside the state of Illinois should inquire into the availability of state grants for college education which may be applied toward their education at Olivet.

Church Sponsored Grants: Several congregations of the Church of the Nazarene encourage young persons from their congregation to enroll in Olivet Nazarene College by offering general aid to all who enroll. While the amount and terms of these awards varies, and the conditions should be investigated with the pastor of the local church, the programs of the following churches have been called to the attention of the college and are probably illustrative of many more such aid programs:

College Church, Bourbonnais, Illinois	$75 per semester for first year students
First Church, Columbus, Indiana	$25 per semester for all students
Southside Church, Muncie, Indiana	$50 per semester for first year students, $25 per semester in subsequent years
Ferndale Church, Ferndale, Michigan	$25.00 per semester
Clyde Park, Grand Rapids, Michigan	$50 per semester for all students
Oak Lawn Church, Oak Lawn, Illinois	$50 per semester for first year students
Roxana Church, Roxana, Illinois	$100 award to one student
First Church, Marion, Indiana	$50 per semester for first year students
North St. Church, Lansing, Michigan	$50 per semester for first year students
Westland, Michigan	$50 per semester for first year students
Galesburg First, Illinois	$50 per semester for all students
Ashley-Hudson, Indiana	$100 per semester
Bluffton, Indiana	$75 per semester
Flint Central, Michigan	$50 per semester
Kalamazoo First, Michigan	$50 per semester for first year students
Mason First, Michigan	$50 per semester

College Work Study: Campus work through the College Work-Study Program is available to students who qualify by way of the Financial Aid Form. A maximum of

$500 per academic year is possible; this amount requires an average of 15 hours work per week.

Loan Funds

National Direct Student Loans: Olivet Nazarene College participates in the loan program sponsored by the federal government. A maximum of $5,000 in 4 years of undergraduate study may be awarded. A Financial Aid Form must be submitted for evaluation of need by the College Scholarship Service. Forms and instructions are available through the college.

United Student Aid Funds: Bank loans are available to qualified sophomores, juniors and seniors, up to $2,500 a year or a combined total of $10,000 for undergraduate education. Repayments begin the first day of the 10th month after termination of completion of undergraduate work (whichever is sooner). If the parental income is less than $25,000 per annum, the Federal Government assumes interest obligations during the time of school attendance plus nine months succeeding termination of graduation (whichever is sooner). At the termination of this nine month period, the borrower assumes interest responsibility at the rate of 7% per annum on any outstanding balance.

Guaranteed Student Loans: Most states have either a Guaranteed Loan Program or a Federal Insured Loan Program. Whichever is the case, each program operates alike as far as the student borrower is concerned. Both programs also are similar in detail to the United Student Aid Fund program.

Nursing Loans: A Financial Aid Form, and admission into the Nursing Program qualify students to apply for Nursing Loans. This program is similar to the National Direct Student Loan program.

Selden Dee Kelley Memorial Loan Fund: This loan fund was given by a fellow minister and friend of the late president, Dr. Selden Dee Kelley, in honor of his memory. $1,-400.

Nellie L. Grimsley Missionary Student Loan Fund: The estate of Nellie L. Grimsley has provided a $1,900 loan fund available to students in preparation for definite Foreign Missionary Service.

Grover VanDuyn Memorial Fund: Through gifts from the family and friends of the late Dr. Grover VanDuyn, formerly president of Olivet Nazarene College, a student loan fund has been established in his memory. It is designated for loans to worthy students who need financial assistance.

Clarene and Maxine Julius Memorial Student Loan Fund: William L. Julius has set up a limited student loan fund as a memorial to his deceased wife Clarene and daughter Maxine, which is available to qualified second semester sophomores, juniors, or seniors who need additional help in order to complete their programs at Olivet Nazarene College.

Manley Loan Fund: In memory of Dyle Phelps Manley, a special loan fund has been established by his widow, Mrs. Ethel Krueger Manley.

Mary MacPhee Fitch Memorial Loan Fund: A gift of $500.00 to be loaned to worthy students who need financial assistance.

Calvin and Lenore Bean Ministerial Loan Fund: This is an emergency loan fund available to sophomores, juniors, and seniors in amounts of $100 bearing 4% interest. $1,400.

Fern Humphreys Hoff Memorial Loan Fund: This is a loan fund established in memory of his deceased wife by Mr. L. R. Hoff and Associates of Santa Monica, California.

The Wisner Nursing Education Loan Fund: has been established at Olivet Nazarene

College, Kankakee, Illinois by Mr. and Mrs. Gerett Wisner for the purpose of assisting with financial aid those Juniors and Seniors in the School of Nursing at Olivet Nazarene College. Discretion is to be made in allocating these loans so that the money will be given primarily to young people who are wholly dedicated to Christ and have as their desire to give physical and spiritual help through their profession. These loans are to be a maximum of $500 and will carry a 5% interest charge and are to be paid back to Olivet Nazarene College and returned to the Wisner Nursing Education Loan Fund within 24 months after date of graduation. All loans will be at 5% interest to begin on the date of the loan commitment. $10,000.

Class of 1961 Loan Fund: As their senior gift to the college, the Class of 1961 established a student loan fund which they plan to augment by annual gifts as alumni. These funds are available to worthy students of sophomore, junior, or senior standing. $1,600.

Associated Students Loan Fund: This fund has been established by the students of Olivet to assist their fellow students in the completion of their college work. Up to $250 per semester or a total of $500 is available at low interest to upperclassmen in the college. $3,500.

Student Employment

The college employment-placement office serves students and potential employers with referrals and job requests for both campus and community employment. Our students have earned a high reputation for reliable service in the Kankakee business community.

Part-time employment is available primarily for those who need to earn expense money for personal needs. Types of jobs include secretaries, office workers, janitors, food service, typists, paper graders, receptionists, chapel checkers, store clerks, cashiers, and other miscellaneous types of work. In most cases, campus jobs require at least two successive hours free from classes on a daily basis.

Although a large number of students work during the regular school year, the college does not recommend that freshmen endeavor to work during the first semester.

Financial Assistance for Veterans

To assist students who qualify for benefits from the Veteran's Administration, Olivet has a counselor in the Financial Aids office who specializes in these programs. The starting point for applications for VA assistance is with the local or regional office nearest the student's home.

Director of Financial Aid Pat Duncan (left) gets firsthand advice from Mr. James Eanes, director of the Illinois State Scholarship Program.

Students register for classes in a short period of time, assisted by office personnel at these computer terminals.

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Academic Regulations

Olivet's academic regulations constitute a readable map for student, counselor, professor and general reader. Each member of the academic community should familiarize himself with the directions for it is the official guide to each of the educational destinations offered by the College.

Registration

All students eligible to register (students enrolled in the preceding regular session and new or re-entering students who have completed application and have been accepted) will be supplied by the Registrar with directions for registration. Students are advised by members of the faculty and must file properly approved study lists with the Registrar during the registration period. Pre-registration service is provided by the Registrar's Office. Registrations not completed by the close of the listed registration days (see calendar) will require a fee of $10.00 to cover the additional expenses of late registration procedure. An additional late fee of $2.00 per day will be charged beginning the second day after registration day.

A student will not be permitted to register for any course including directed study and special topics after the first two weeks of the semester without the written approval of the Dean of the College. A faculty member may determine an earlier closing date for a particular course.

No student will be permitted to register for any course if, in the judgment of the instructor in charge, he lacks sufficient preparation to undertake the work.

The normal student load is from fourteen to sixteen hours of class work in a week. No student will be permitted to register for more than seventeen hours, inclusive of physical education, without the special permission of the Committee on Academic Affairs. An extra charge is made for each hour or fraction of an hour taken in excess of the sixteen hour maximum load.

It is required of freshmen, and recommended for all students, that they take either two courses after 12:40 p.m. or one course meeting after 2:40 p.m. This applies only to students carrying 10 or more hours.

Outside Employment: Students carrying a considerable load of outside work must reduce their school program accordingly. The following schedule is a guide to counselors and students:

Semester Class Load in Relation to Grade Point Average

Effective hours of outside employment	On Probation	Up to 2.5	Up to 3.0	3.0 or over
Under 15 hours	14	Normal	Normal	Normal
15-20 hours	12	Normal	Normal	Normal
21-25 hours	10	14	Normal	Normal
26-30 hours	8	12	14	Normal
31-35 hours	6	10	12	Normal
35-45 hours	1 course	8	10	Normal

Change of Registration: A student may drop a course or change his program during the first calendar week of a semester without charge. After that there will be a charge of $2.00 for each schedule change processed. All changes in registration are made through the Registrar's office, with approval by the Dean of the College, the student's adviser and the faculty members whose classes are involved.

A student may withdraw from a course on or before the second Friday following the distribution of mid-term grades.

The grade for all courses dropped after the final date for dropping courses will be recorded as failing except in case of serious illness or other extenuating circumstances which, in the opinion of the Dean of the College, warrant leniency.

Withdrawal from College: If a student desires to withdraw from all of his courses he should start the withdrawal process at the office of the Dean of the College. This process

is the reverse of registration and is necessary to clear the academic and financial records (see page 33).

Classification of Students

College students are classified according to the total number of hours for which they have credit and the number of honor points they have earned. A student's honor points must at least equal twice the credit hours to meet classification requirements.

The requirements for classification as a candidate for a degree on the basis of hours and honor points are as follows:

Freshman standing — Must have met all entrance requirements and be registered as a candidate for a degree.

Sophomore standing — 25 hours and at least 50 honor points.

Junior standing — 58 hours and at least 116 honor points; completion of freshman general education courses as follows: English, 6 hours; social science or history, 6 hours; mathematics and/or science. 6 hours; Biblical literature, 5 hours; physical education, 2 hours.

Senior standing — 93 hours or above and 186 honor points or a reasonable assurance of being able to meet all graduation requirements within the year or by the end of the next summer session; completion of sophomore general education courses as follows: fine arts, 3 hours; Bible and religion, 10 hours; language, 5 hours.

Students are classified at the beginning of the school year and the minimum requirements for the respective classes must be met at that time. Chapel seating, class activities, and listing in college or student publications will be carried out in accordance with the above classification.

Unclassified Students

Special or part time students who meet all entrance requirements but who are carrying fewer than eight semester hours, and mature and otherwise qualified students who are not pursuing the regular course of study may, with the approval of the Dean and the consent of the department concerned, be admitted to the College as unclassified students to take such courses as are open to them without respect to candidacy for a degree. Such work is limited to 30 semester hours.

Admission to Junior Standing

During the semester in which he expects to complete 50 or more hours of college work, the student should secure from the Registrar an "Application for Admission to Junior Standing." This will normally take place during the spring of the sophomore year. The completed application must be filed in the Registrar's Office and will be approved only when the following conditions have been met:

1. The required number of hours, including specific courses and areas as listed above, are completed.
2. Signature of major adviser.
3. A complete tentative program of courses for the junior and senior years, incorporating all requirements in the curriculum for the degree sought, with the proper signatures of approval.

A student will not be permitted to register as a junior until the Application for Junior Standing is completed.

Class Attendance Requirements

Attendance requirements in each course are determined by the professor, and will be stated clearly in the course outline filed with the Dean of the College and distributed in class during the first week of the semester. Providing assignments are completed, no penalty will be incurred for bonafide illness, for late registration or excused educational leniency as authorized by the Dean, or for absences prior to the class announcement of attendance requirements.

Absence from a previously announced or scheduled test or examination will require consent of the instructor and a written permit from the Dean of the College, before the assignment may be made up. A fee of $2.00 will be required, which may be waived in case of unavoidable circumstances.

Protracted absence does not constitute a withdrawal and will be treated as a failure in the course. For the procedure to be followed in changing or dropping a course, see section on Registration.

Chapel Attendance

The chapel service at Olivet is considered a vital part of the program of the college. It is the one activity in which the entire college personnel — faculty members and students — participate.

Chapel services are held three times each week. Attendance is subject to the following regulations:

(a) All full time students (those carrying 12 hours or more) are required to attend full time. Attendance of part time students may be adjusted in proportion to the academic load. Attendance is optional for those carrying five hours or less.

(b) Three unexcused absences are allowed full time students each semester. Part time students are allowed unexcused absences equal to the number or required attendances per week. These are allowed for personal convenience and should be used wisely. Chapel excuses for illness or other emergencies may be obtained at the time of occurrence when proper evidence is presented.

(c) A tardiness counts as an absence unless a *tardiness report* is received from the checkers upon entering chapel, and is presented at the chapel attendance office within 24 hours. Three reported tardinesses shall count as one absence.

Attendance in chapel is checked closely. Unexcused absences beyond the provisions of (b) above will be subject to serious disciplinary action.

Scholarship Requirements

Grading: A record of attendance and scholarship is kept for each student. A report of the student's class standing is given at the close of the semester.

The alphabetical system of grading prevalent elsewhere is used, i.e., A for superior; B for above average; C for average; D for below average, but passing; F for failure; H for audit; S for satisfactory work (credit toward graduation); U for unsatisfactory work (no credit toward graduation); X for work in progress; W for withdrawn before quality of work can be determined (usually before the end of the fourth week); and I for incomplete. A student may be marked incomplete only in case of serious illness or other unavoidable causes of delay. All incompletes must be removed within one month after the grade period ends or the record will be marked "failure."

Policy on Repeating Courses

1. In case a course is retaken subsequent to the student's receiving a course grade of F, only the last grade is counted in determining his cumulative grade point average.
2. With the consent of the Chairman of the department in which the course is offered, a student is permitted to retake once a course in which he has earned a grade of D, with the higher of the two grades to count in determining his cumulative grade point average.

These privileges apply only to courses repeated at Olivet.

Pass-Fail (S or U) is used for student teaching, field experiences in religion, and certain other courses. An individual student who has declared his major by filing an Application for Junior Standing may also be permitted, upon his request, to enroll in one elective course per semester in the last four semesters on the basis of pass-fail grading. Specifically excluded from this provision are courses in the major field, minor field, required supporting courses and courses offered to fulfill general education requirements (pp. 15, 16). A passing grade means "C" quality or better.

The intention to take a course on the basis of Pass-Fail or to audit a course for no credit must be indicated at the time of registration.

Honor Points: In order to graduate, the student must have earned twice as many honor points as he has semester hours of work attempted. Honor points are based on quality of work performed, and are determined as follows:

4 honor points for each credit hour of a course receiving a grade of A
3 honor points for each credit hour of a course receiving a grade of B
2 honor points for each credit hour of a course receiving a grade of C
1 honor point for each credit hour of a course receiving a grade of D
0 honor points for each credit hour of a course receiving a grade of F

The grades of H, S, U, X, and W are neutral.

A minimum average grade of "C" (2.0) is required for graduation.

Honor Society: Sophomores who have a cumulative scholastic average of 3.35 and Juniors and Seniors who have cumulative averages of 3.2 and above are eligible for membership in the college honor society. (See paragraph on Graduation Honors.) An average of 3.35 for the preceding semester is required for inclusion in The Dean's List.

An average of B is required for recommendation to a graduate school for graduate work.

Academic Retention: Failure in one-third or more of semester hours or achievement of 1.0 or lower in any given semester may be considered justifiable reason for dismissal.

An instructor may, with the approval of the Dean of the College, drop from a class any student who shows marked delinquency in attendance, who neglects his work, or who proves incompetent to pursue the work of the course.

A student who fails to maintain a grade average of "C" (2.0) is considered to be doing unsatisfactory work. When his cumulative grade points average falls below that indicated in the table below, he will be placed on academic retention, and thus will not be in good academic standing.

Hours Attempted	*Minimum G.P.A. for Good Standing*	*Level of Retention*
1-17	1.60	
18-32	1.75	100 level courses
33-48	1.90	100 and 200 level
49 or more	2.00	courses

Retention means that unless satisfactory work is shown in the next semester, the student will be discouraged from continuing his college work as a degree candidate. Students removed from degree candidacy because of low academic achievement will not be permitted to take courses at a level higher than those available to him under his last classification.

Removal from retention and return to good academic standing is accomplished by achieving a cumulative grade point average equal to the minimum required for good academic standing. Students on retention will not be admitted to Junior Standing.

Retention is determined by cumulative grade point average. The instructor will report to the student his approximate grade at mid-semester, and will submit to the Dean of the College a list of students doing unsatisfactory or failing work in each of his classes.

Retention and Eligibility: A student on retention is also ineligible — i.e., for all practical purposes retention and ineligibility are synonymous. Ineligibility means that the student cannot participate in any public program or service away from the campus as a member of an ensemble group. Ineligibility excludes a student from participation in any varsity intercollegiate athletic contest.

The eligibility of students transferring to Olivet Nazarene College is determined by the standards for eligibility applying to non-transfer students.

Privileges Open to Superior Students

A superior student is urged to make the most of his scholastic opportunities and to advance in accordance with his abilities. To give greater flexibility in the schedule and to provide for specialized studies, a student with a 3.0 grade point average and who has ranked in the upper quartile of his sophomore class according to the objective test in the field of his interest, may apply for directed study or for graduation with departmental honors.

Special Topics of Study in the sophomore, junior or senior year are open to superior students in most departments offering majors. In order to engage in study of "special topics," a student must apply to his instructor for permission to pursue a subject of particular interest not already treated extensively in a regular course. On written approval of the instructor and the Dean of the College the student may register for from one to six hours of credit. The name of the applicant together with the plan of the course to be pursued, must be recommended by the head of the department in which the work is to be done to the Dean of the College for approval not later than the second Friday after the opening of the semester. Credit for special topics will be indicated on the transcript by use of the department name and the number 499.

Graduation with Departmental Honors is granted to a senior who shows independent and creative work of high quality in his major field. The study may cover material of individual courses, cut across course lines, or include subject matter and procedures not offered in the usual courses of the department. When recommended by the head of the department in which the student wishes to do honors work, a plan of the work to be pursued shall be forwarded, with the recommendation, for the approval of the Committee on Academic Affairs. To be eligible for consideration for honors work, a student should have a 3.4 grade point average in his major field. If his work is of high quality, he will be granted four hours of credit toward graduation. If he passes a comprehensive examination in his major field with special emphasis on his honors project, he will be graduated with departmental honors, this to be indicated on the commencement program. The student must apply to the head of the department by October 15 in the academic year of graduation. Honors course work will be indicated by the department name and the number 500.

Assistantships

A limited number of assistantships are available to high scholarship students of advanced standing. These assistantships are open to those who have spent two or more semesters at Olivet Nazarene College. They are awarded on the basis of scholarship, character, leadership ability, educational promise, and need.

Holders of these appointments will assist in reading papers, laboratory service, or other work required in the department to which they are assigned.

Assistantships are valued from $75 to $400 for the year. All appointments are for one semester, and are conditioned on satisfactory service. Appointments are made by the Dean of the College on the recommendation of the Chairman of the Department and Chairman of the Division. Application should be made to the Dean of the College by April 1 preceding the school year in which the appointment is to become effective.

Honors

Phi Delta Lambda: Olivet Nazarene College has a chapter of the National Nazarene Honor Society, Phi Delta Lambda, in which high ranking graduates are eligible to membership upon election by the faculty.

Graduation Honors: Graduation with highest honors (summa cum laude) requires an honor point average of 3.85.

Graduation with high honors (magna cum laude) requires an honor point average of 3.6.

Graduation with honors (cum laude) requires an honor point average of 3.35.

Graduation honors will be based on the grades of the entire college course.

In case a student has taken part of his college work at another institution or institutions, his grade point average will be calculated on the basis of the total work taken toward the degree; and on the basis of work done at Olivet Nazarene College. Whichever average is lower will be used as the basis for honors. In any case, the last 60 hours of work must be taken at Olivet if one is to qualify for honors.

College Marshal and College Queen. Each year the young man and the young lady in the junior class having the highest cumulative grade point averages are designated as College Marshal and College Queen respectively and lead the commencement procession.

Senior Citizenship Award: Each year one man and one woman from among the graduating seniors are selected by majority vote of the faculty to receive the Senior Citizenship Award. The selection is based on campus citizenship, scholarship, leadership and general achievement of the student in college activities. Letters certifying the award are presented to the students selected on Commencement Day and the names of those honored are engraved on a plaque.

General Requirements for Graduation

Student Responsibility: Every candidate for a degree is personally responsible for meeting all requirements for graduation. The College, through its counselors and the credit summaries provided for the College by the Registrar, will assist the student in every way possible in avoiding difficulties.

Prospective teachers are also personally responsible for meeting the certification requirements of the state in which they expect to teach. Information about certification laws may be obtained from the Department of Education or from the Registrar.

Candidates for degrees are required to file their intention to graduate on forms provided by the Registrar's office not later than the September preceding the graduation.

Candidates for graduation are expected to meet the requirements for graduation of the catalog in force at the time of that graduation. In cases of hardship caused by curricular changes during a student's successive years of enrollment at Olivet, an appeal may be made to the Learning Activities Committee.

Residence Requirements: A candidate for a bachelor's degree must take, either the last year (30 semester hours) at Olivet Nazarene College, or, he must take 15 of the last 30 semester hours in residence and offer no less than 45 semester hours of residence credit from Olivet Nazarene College. Included in the hours offered to satisfy the residence requirement must be at least one-half of the major and/or sufficient hours to complete a major satisfactory to the chairman of the major department and the Registrar.

The residence requirement for the associate degree is either (a) the last 15 hours at Olivet, or (b) a total of 22 hours in residence at Olivet with at least 8 of the last 15 hours in residence at Olivet.

Second Bachelor's Degree: Some students desire to take a second bachelor's degree. It is often possible to work off the requirement for the second degree in one additional year. To receive a second degree, the student must complete at least 36 hours of work in addition to the 128 hours required for the first degree and must meet all of the requirements set forth in the curriculum for the second degree including general education requirements. In no case will more than one degree be conferred upon a candidate at any one commencement.

Senior Examinations: The college administers the Undergraduate Record Examinations and other departmental measures of achievement.

Proficiency Examinations

Students may be permitted to establish credit for courses listed in our catalog by proficiency examination. The grade in proficiency examinations is "credit" or "failure," but no student is given "credit" unless he has made at least "C" in the examination. No official record is made of failures in these examinations.

Proficiency examinations are given under the following restrictions: (1) They may be taken only by persons who are in residence, or who are candidates for degrees at Olivet; (2) They may not be taken by students who have received credit for more than one semester of work in the subject in advance of the course in which the examination is requested; (3) They may not be taken to raise grades or to establish credit in a course in which the student has received a failing grade. (4) The privilege of establishing credit by this method is not to be used to accelerate one's program, but to make possible the recognition of work already done, or an achievement already attained for which no academic credit has been established; (5) Not more than twenty-two semester hours credit can be earned by proficiency examinations for any degree; (6) Applications for the examination must be approved in advance by the Dean of the College; (7) All such examinations shall be conducted by a committee of three, which shall be appointed by the Dean of the College. The signatures of all three examiners are required. Academic credit for such work will not be granted until the student has completed successfully at least one semester of work at Olivet Nazarene College. See also Waivers and Advanced Placement, p. 27.

Summer School

Olivet offers three summer sessions each offering full college credit, operating on an accelerated schedule of classes. In Summer Session I, three semester credit hours can

be earned in three weeks. In Summer Session II, five or six semester credit hours can be earned in five weeks. In Summer Session III, three semester credit hours can be earned in three weeks. Dates of the summer sessions are carried in the College Calendar. All students apply through the Director of Admissions by the deadline indicated. Registration for Summer School may be completed prior to or immediately following the first meeting of the class.

Transcripts

Students wishing to transfer to another institution, or who otherwise desire a transcript of their college work, must present a written request to the Registrar, giving notice of at least one week. Near the beginning or end of a semester the period required to process a transcript request may be somewhat longer.

Transcripts are furnished each student without charge. A transcript will not be issued to or for a student who is indebted to the college.

Observation of a film in this class becomes the springboard for discussion of an educational problem led by Dr. Jack Furbee.

Dr. Harry Westfall, director of teacher education, discusses selection of courses for one of his counselees.

7

Teacher Education

Teacher education at Olivet Nazarene College makes use of the total educational resources of the college, is the concern of the entire faculty, and is under the direction of the faculty. Accordingly, teacher education is coordinated through designated officers, the Teacher Education Committee and other policy making bodies of the College. The program is designed to bring the resources of the College to bear most effectively in the education of teachers.

Objectives of Teacher Education

Students admitted to, and retained in, the teacher education program are expected to demonstrate suitable growth in the habits, attitudes, skills, and personal qualities specified in the institutional objectives. (*Catalog*, pp. 7-9). They constitute the general objectives of teacher education.

Within the frame work of the general objectives of the college, the faculty has formulated specific objectives of teacher education. These objectives specify qualities considered essential for teachers. The faculty expects that the teacher education graduate will be a person who:

1. Possesses competency in the area(s) of specialization in which he expects to teach;
2. Understands the school as a social institution and teaching as a profession, and is able to interpret the school and its function to the public;
3. Has a professional attitude that insures quality service and continued growth in the profession;
4. Understands human development, behavior, adjustment, learning process, and individual differences;
5. Knows instructional materials, methods, techniques, and evaluation procedures, is skilled in their use, and understands their bases in principles of development, learning, and individual differences;
6. Appreciates the opportunities for Christian service in the teaching profession;
7. Organizes and presents learning experiences effectively;
8. Is aware of the teacher's relationships to students, professional colleagues, and the public, and possesses the knowledge and skills implied by these relationships;
9. Integrates in a personally effective way the qualities of stability, patience, sympathy, and creative imagination;
10. Accepts the child as a person worthy of respect and has faith in his improvement through the medium of organized education;
11. Makes educational decisions that are coherent with a growing personal philosophy of education;
12. Makes use of basic knowledge of himself and of the profession in determining his anticipated role in the profession of education;
13. Makes accurate appraisal of the requirements of teaching positions and of his qualifications relative to them;
14. Accepts professional employment and maintains professional relationships in harmony with recognized ethical principles.

Programs of Teacher Education

General Education for Teachers

The general education for teachers is the same as that of other students in the college (see p. 15) except that choices within the program must be made and the hours possibly slightly increased to include the following:

a. Three semester hours of mathematics.
b. A three hour course in American History or Government.*
c. Introduction to Psychology.
d. Four semester hours in Health and Physical Education.

Students preparing to teach in elementary school and those preparing to teach primarily in the subject matter fields of business, home economics, music and physical education may elect to receive a Bachelor of Science degree rather than a Bachelor of Arts degree. If they do this, they may select courses in international understanding (see p. 15) in the General Education program rather than courses in foreign language. Students planning to teach in high school other than in the subjects specified above will normally complete requirements for the Bachelor of Arts degree.

Senior High School Program

Professional Education. The required professional education sequence for prospective high school teachers is as follows:

Educ. 249 — Educational and Developmental Psychology ..... 3 hours
Educ. 250 — Field Experience Laboratory ..... 1 hour
Educ. 351 — General Methods for the Secondary School ..... 2 hours
Educ. 352 — General Methods Practicum ..... 1 hour
A Special Methods Course in the Teaching Field ..... 2-4 hours
Educ. 486 — Supervised Student Teaching in the Secondary School ..... 8-9 hours
Educ. 488 — Social and Philosophical Foundations of American Education ..... 3 hours

20-23 hours

Subject Matter Specialization. Students planning to teach in secondary schools must be prepared for certification in one teaching field, and must, in addition, pursue either of two options:

Option A. Teaching Major with a Teaching Minor

	Major	*Minor*
Biological Science	32 or 40 hours	24 hours
Business Education	34	24
Chemistry	32	24
English	33	24
History	32	24
Home Economics	36	24
Mathematics	32	20
Physical Education	32	24
Physical Science	56	24
Physics	33	24
Romance Languages	52	
Social Science	56	24

*In Illinois Hist. 121 or Pol. Sci. 123 and Pol. Sci. 125 meet the requirement in this area.

The major teaching field must consist of at least 32 semester hours or the number of hours specified for the department or teaching area concerned. The second teaching area must include 20 to 24 semester hours.

Minor concentrations (second fields only) which Olivet offers and the required number of hours for each are:

Art	24
Earth and Space Sciences	24
French	20
General Science	24
German	20
Music	24
Psychology	20
Spanish	20
Speech Communication	24

See departmental listing for specific requirements.

Option B. Teaching Major with Special Emphasis

Selection of this option involves submitting a statement of and an acceptable rationale for the substitution of a Special Emphasis for the teaching minor. This must be submitted to and approved by the major department, the Secondary Education Director in the Department of Education, and the Director of Teacher Education. The selection of Option B might not meet requirements for certification in some states. In addition, approval of the Teacher Education Committee is required for any Option B requiring 15 hours or less.

Elementary School Program

Professional Education. The required professional sequence for Elementary Education is:

Educ. 249—Educational and Developmental Psychology	3 hours
Educ. 250—Field Experience Laboratory	1 hour
Educ. 355—Reading Methods in the Elementary School	3 hours
Educ. 408—Practicum in Reading	1 hour
Educ. 356—Elementary School Mathematics Instruction	3 hours
Educ. 409—Practicum in Mathematics	1 hour
Educ. 484—Student Teaching in the Elementary School	8-9 hours
Educ. 487—Elementary School Curriculum and Management	2 hours
Educ. 489—Pre-Student Teaching Laboratory (concurrent with 487)	1 hour
Educ. 488—Social and Philosophical Foundations of American Education	3 hours
	26-27 hours

Subject Matter Specialization

Students planning to teach in elementary schools must complete one of the following options:

Option A: Single Specialization Program

1. Language Arts, including speech and children's literature, (Educ. 355 may count 2 hours toward this requirement) ..... 16 hours
2. Social Science (including 3 hours U.S. History or Amer. Govt.) ..... 16 hours
3. Natural Science (both biological and physical) ..... 15 hours
4. Fine and Applied Arts (Minimum of 4 hours each in Music and Art. Literature and/or English Bible may be counted for up to 4 hours) ..... 12 hours
5. Mathematics (to include Modern Mathematics) ..... 6 hours
6. Health and/or Physical Education (Hygiene or First Aid recommended) ..... 4 hours
7. Additional hours to provide one of the following specializations: Language Arts 24, Social Studies 24, Natural Science 24, Art 16, Music 16, Foreign Language 15, Physical Education 16, Mathematics 12.

Option B. Two Specialization or Middle School Program

Same as Option A for Single Specialization except for Social Science 12 hours instead of 16, and Natural Science 12 hours instead of 15. Two specializations in Item 7, one of 20 hours and one of 18 hours, instead of one specialization. Consult with the head of the Education Department for further explanation.

Music Teaching Program

Professional Education The required professional education sequence for music education is:

Educ. 249 — Educational and Developmental Psychology ..... 3 hours
Educ. 250 — Field Experience Lab ..... 1 hour
Two courses from the following: Educ. 351, 462, 454 ..... 4-5 hours
Educ. 488 — Social and Philosophical Foundations of American Education ..... 3 hours
Music 485 — Student Teaching ..... 8-9 hours

Total ..... 19-21 hours

Subject Matter Specialization

See Department of Music

Early Childhood Education Program

This program is not approved for certification by the state of Illinois. However, it would be adequate preparation to direct or teach in a day care center.

Professional Education. The required professional sequence for the Early Childhood program is:

Educ. 249—Educational and Developmental Psychology ..... 3 hours

Educ. 250—Field Experience Laboratory ..... 1 hour
Reading Methods in the Elementary School (Educ. 355) ..... 3 hours
Educ. 408—Practicum in Reading ..... 1 hour
Educ. 356—Elementary School Mathematics Instruction ..... 3 hours
Educ. 409—Practicum in Mathematics ..... 1 hour
Educ. 484—Supervised Student Teaching: Kindergarten ..... 8-9 hours
Educ. 488—Social and Philosophical Foundations of American Education ..... 3 hours
Educ. 495—Early Childhood Education ..... 2 hours
Educ. 497—AV Instructional Media (recommended) ..... 2 hours
Educ. 573—Learning Problems of the Exceptional Child ..... 3 hours

Total required hours ..... 28-31 hours

Subject Matter Preparation. Required subject matter includes:

1. Language Arts (including Speech and Children's Literature; Educ. 355 may count 2 hours toward this requirement) ..... 16 hours
2. Social Science (including U.S. History 121 or U.S. Govt.) ..... 12 hours
3. Natural Science (both biological and physical) ..... 12 hours
4. Fine Arts 101, Art Activities 365, Music Activities 366 ..... 6 hours
5. Mathematics, including Modern Mathematics ..... 6 hours
6. Health and/or Physical Education ..... 4 hours
7. Supporting Courses: ..... 12-15 hours
   Psychology 201—Developmental Psychology, 3 hours
   Sociology 232—Marriage and Family, 3 hours
   Home Ec. 122—Introduction to Nutrition, 3 hours
   Chr. Ed. 366—Contemporary Ministries, 3 hours
   Chr. Ed. 363 Christian Education of Children, 2 hours

Admission to Teacher Education

Admission to the Teacher Education Program of the College is necessary for admission to special methods courses in education and to student teaching. Normally the student will apply for such admission near the end of the sophomore year and immediately after, or while taking, the first course in the professional sequence. Otherwise, progress through the professional sequence of courses may be delayed. Application blanks may be secured at the Education Office. Applications are acted upon by the Committee on Teacher Education. Factors which are weighed in considering applications are personality, emotional stability, character, scholarship, competence in communication, physical health, and professional interest. The following requirements must be met for admission:

1. 2.20 grade point average.
2. Clearance by the office of the Dean of Students.
3. Satisfactory performance on English tests.
4. Satisfactory recommendations from college teachers.

In submitting references students should be sure to include the names of faculty advisers. The evidence of professional interest may be considered questionable for students who have not availed themselved of opportunities for work with youth groups, in church school teaching, or of other opportunities for assisting children and youth to grow.

Associate of Arts Degree for Teacher Aides

See *Department of Education* for description of this two-year course of study.

Pre-Student Teaching Laboratory Experiences

Pre-student teaching laboratory experiences including the use of films (vicarious experience), school observation and participation are provided in connection with some of the education courses prior to student teaching. Students are to keep records of pre-student teaching laboratory experience, together with signatures of supervising personnel on blanks provided for the purpose. These records are kept in the students' folders in the Education Office and are considered in connection with admission to the Teacher Education Program and in connection with placement in student teaching assignments.

Admission to Student Teaching

Students should submit application for student teaching by September 15 or February 15 of the semester prior to the one in which they expect to do student teaching.

Prerequisites to student teaching involve previous admission to the Teacher Education Program of the College, and at least two methods courses. In addition each candidate for student teaching must be approved by the Committee on Teacher Education before he can be registered and assigned. The approval of the candidate's major department, over-all grade point average of 2.2, and for secondary student teachers, a grade point average of 2.5 in the major field is required.

Student Teaching and the Professional Semester

The college is committed to the plan of block schedule (full time for nine weeks) student teaching. To implement this program, students and advisers must plan ahead and reserve designated professional courses and other courses arranged to facilitate student teaching for the semester in which student teaching is to be done. A semester which involves mostly student teaching and other professional courses is known as a professional semester. Block schedule student teaching is normally offered during the last nine weeks of the fall semester (Block II), and the last nine weeks of the spring semester (Block IV).

Students with two specializations for teaching in elementary grades or middle school, or secondary teachers who want to teach in their minor field, must have an additional nine-week period of student teaching before graduation. Without this second student teaching experience, a practicum in the teaching field following graduation would likely be required for employment.

Securing a Teaching Credential

Each public school teacher is required by law to hold a valid certificate issued by the state in which he teaches. Prior to graduation each prospective teacher should file application for a teaching certificate. Applications should be filed through the Registrar's Office. Application forms for many states are available there. These applications

should be completed during the spring semester of the senior year. For a specific state's certification, see the Registrar or Education Department Chairman.

Placement of Teacher Candidates

The college maintains a Career Planning and Placement Office to assist graduates in securing positions in which they are interested and for which they are qualified. Teacher candidates register with the office for placement service in the senior year as directed by the office.

The Placement Office receives and files notices of teaching position vacancies and makes this information available to students, at the student's request supplies copies of his credential folder to prospective employers, arranges interviews on campus between students and school officials, counsels candidates with respect to teaching opportunities in areas for which the office has no current listings, and maintains the student's credential file after he graduates. The placement service of the College is free to the graduating senior and is available to registered alumni for a nominal fee. The student should register with this office at the indicated time even though he may have secured a position for teaching prior to registering. A charge is made for registration after graduation.

The Curriculum Library and Materials Center

A Curriculum Library and Materials Center is maintained on the ground floor of the Library. The Curriculum Library and Materials Center houses school textbooks, trade books, curriculum guides, professional pamphlets, resource units, and other instructional materials selected especially as resources for students planning to become teachers. These materials are available for examination and use by students, faculty and off-campus supervisory teachers. The Director of the Center is available for consultation concerning instructional materials.

The Teacher Education Office

While teacher education is a function of the whole college, the various administrative details connected with the program are coordinated through the office of the Department of Education. Here students may pick up various forms to be filled out and return them for filing; various reference forms and rating scales are sent out from and returned to this office; and in general it serves as a center for teacher education activities.

Excellence of performance in church services comes only after many hours of diligent practice. Dr. George Dunbar is directing the afternoon practice of Orpheus Choir.

Dr. Willis E. Snowbarger is Vice President for Academic Affairs and Dean of the College.

8

Courses of Instruction

Olivet designs and offers academic programs that support its general objectives, and that appear to meet important needs of its students and constituency. The following listing of programs of instruction include some developed recently as well as traditional programs of the College.

Course and Department Numbering System

The courses of study in the college are grouped in nine divisions. Department numbers are listed in this table below. All departments listed below offer majors except for the departments of Economics, Earth and Space Sciences, Library Science, Political Science and Geography. The first instructor named under each department heading is the chairman of that department. Courses are numbered according to the following system:

000 — Not available for degree credit
100 — Introductory or basic Freshman level courses
200 — Sophomores and specially qualified Freshmen
300 — Juniors and specially qualified Sophomores
400 — Seniors and qualified Juniors
500 — Graduates, qualified Seniors, Honors, & Independent Study
600 — Graduates only

1. **Division of Education and Psychology**
   11—Education
   12—Library Science
   13—Psychology
   14—Physical Education

2. **Division of Nursing—15**

3. **Division of Fine Arts**
   21—Fine Arts
   22—Art
   23—Applied Music
   24—Church Music
   25—Music Education
   26—Music Literature
   27—Music Theory

4. **Division of Languages and Literature**
   32—English Language and Literature
   33—Foreign Languages and Literature
   34—Speech Communication

5. **Divison of Natural Sciences**
   41—Natural Sciences
   42—Biological Sciences
   43—Chemistry
   44—Earth and Space Sciences
   45—Mathematics and Computer Science
   46—Physics

6. **Division of Religion and Philosophy**
   51—Biblical Literature
   52—Philosophy
   53—Christian Education
   54—Theology

7. **Division of Social Sciences**
   61—Social Sciences
   62—Business Administration
   63—Accounting
   64—Economics
   65—History and Political Science
   66—Political Science
   67—Home Economics
   68—Sociology and Anthropology
   69—Geography

8. **Division of Continuing Education**

9. **Division of Graduate Studies**

General Studies

The following courses are offered without reference to any department:

GS100 — Introduction to College Studies
A credit course required for freshmen designed to facilitate successful adjustment to college. The summer orientation program and weekly discussion sessions in the fall with one's academic advisers make up the two major parts of this course. Required of all freshmen. Pass/Fail grading. **1 hour.**

GS101 — Essentials of Learning
A course of Basic Instructional Guidance is designed for students who do not meet regular admissions criteria. Study skills, reading rate, and notetaking are the focus of the sessions together. Counseling is offered to assure a chance of success in college. **2 hours.**

GS 300—Academic Advising Assistantship
A credit course for upper division students selected by the Dean of the College to assist as an adviser in the freshman advising program. Responsibilities consist of participation in an in-service workshop, one summer freshman orientation, and assistance in weekly freshman advising sessions. Pass/Fail grading. **2 hours.**

Learning to become a teacher through Olivet's educational program means giving individual attention to young students

Division of Education and Psychology

Education—11
Library Science—12
Psychology—13
Physical Education—14

Glen Walls, Chairman

The Division includes the Departments of Education, Psychology, Physical Education. Service courses in Library Science are also available.

The Division attempts to help achieve the aims of the college by: (a) giving the student an understanding of human behavior, emphasizing good mental and physical health through theory and practice; (b) helping the student make vocational preparation in the fields represented in the Division; and (c) helping the student see the practical application of Christianity in these fields of service.

Dr. Glen Walls heads the Division of Education and Psychology in training Olivet students to become good teachers.

Education—11

H. Westfall, J. Furbee, B. Matheny, M. Mayo, G. Walls

The Department of Education is a service department for the Teacher Education Program. Its objectives are included in those listed for this program, (p. 50). The department also offers courses to meet needs of students in other departments of the College. The Department of Education is responsible for courses in Library Science.

Students desiring an undergraduate major in education must first be received into the Teacher Education Program of the college by action of the Committee on Teacher Education, must declare that intention by the beginning of the junior year, and must have, and continue to maintain, a 2.2 point average in all college work.

Major: A Professional Education Sequence of courses, plus specialization in subject matter. The approved Teacher Education programs are described in Chapter 7, pages 49-56.

Elementary Education
Option A-One Specialization
Option B-Two specializations or Middle School program.

Early Childhood Education

Professional Education Sequence for Secondary Majors
(Senior High Teaching)

Music Teaching Program

Associate of Arts Degree for Teacher Aides
Required: 22 hours
Educ. 129-Teacher Aide Field Work
249-Educational and Developmental Psychology
250 — Field Experience Laboratory
Lib. Sci. 223 — Use of Books and Libraries
P.E. 367 — Methods and Materials in Physical Education for the Elementary School
Bus. 113, 114 — Typewriting
359 — Business Correspondence
369 — Office Practice

Candidates for the A.A. degree for Teacher Aides should complete the General Education requirements *(Catalog*, p. 15) including Introduction to Fine Arts 101, Introduction to Psychology 101 and a course in Mathematics. The total program is subject to the approval of the department chairman.

The Master of Arts in Education Degree is offered with majors in Elementary Education and in Secondary Education. These programs are described in the chapter of this catalog devoted to graduate studies.

Courses

105—Crafts for Elementary Teachers (Same as Art 105.) **2 hours**

129—Teacher Aide Field Work Each student will need to clear two mornings or two afternoons per week for assignments in the schools. One week (6 hours of class meetings) will be spent in orientation and study of paraprofessional duties and responsibilities. **2 hours**

249—Educational and Developmental Psychology A study of development from birth to maturity, the learning process, language and thinking, mental hygiene and evaluation. Prerequisite: Psychology 101. **3 hours**

250—Educational and Developmental Psychology Field Experience Lab Twelve sessions in the elementary school with weekly reports required. Taken concurrently with 249. **1 hour**

341—Statistics (Same as Mathematics 341.) **4 hours**

351—General Methods for the Secondary School A survey of psychological bases for methods and techniques; managing the environment; organizing materials of instruction; planning, motivating and guiding learning activities. Prerequisite: Education 249. **2 hours**

352—General Methods Practicum For five weeks students will be actively involved in the teaching process with a public school teacher in their major area. Taken concurrently with 351. **1 hour**

353—Elementary School Social Studies Survey of trends in the teaching of the social studies, methods and materials available for use in teaching social studies and an analysis of the objectives of the social studies curriculum. Emphasis is placed on awareness of minority groups and their contribution to America, the importance of the self-concept in school achievement, values clarification techniques, and the place of the text in an on-going social studies program. Educ. 402 must be taken concurrently. **2 hours**

355—The Language Arts and Reading A survey of current practices in the teaching of the four fields in the language arts: listening, speaking, reading and writing with stress on the inter-

relatedness of these language arts, with special emphasis on methods and techniques for teaching developmental reading. Prerequisites: Educ. 249 and admission to the Teacher Education Program or consent of instructor. Educ. 408 must be taken concurrently. **5 hours**

356—Elementary School Mathematics Instruction This course outlines modern practices in the teaching of arithmetic with special emphasis upon a meaningful approach which includes both the mathematical phase and the social phase of arithmetic in keeping with recent research findings. Prerequisites: Educ. 249 and admission to the Teacher Education Program or consent of instructor. Educ. 409 must be taken concurrently. **3 hours**

363—Elementary School Science Curriculum and Instruction An introduction to elementary school science curriculum and instructional methods. Prerequisites: Educ. 249 and admission to Teacher Education Program, or consent of instructor. **2 to 4 hours**

364—Methods in Secondary Physical Education (Same as P.E. 364) **4 hours**

365—Art Activities for the Elementary School Creative art as it should be taught in the elementary school. Various media are explored for unique correlations to the classroom curriculum. Prerequisites: Admission to Teacher Education Program or consent of instructor. **2 hours.**

366—Music Activities for the Elementary School (Same as Music 366.) **3 hours**

367—Methods and Materials in Physical Education for the Elementary School (Same as Physical Education 367.) **3 hours**

400-410—Student Interest Practicum This is a field experience in which the elementary or secondary education student works with students in an area of interest under the supervision of a supervising teacher or director of a program. Prerequisites: Junior Standing, Ed. 249, 250. **1-4 hours**

These course numbers will designate particular programs of the Practicum in various departments:

400—Open School Concept
401—Language and Literature
402—Social Sciences — See Educ. 353
403—Natural Sciences
404—Fine Arts
405—Outdoor Education
406—Pre-School
407—Special Education
408—Reading — See Educ. 355
409—Mathematics — See Educ. 356
410—Vocational Education

454—Secondary Music Methods (Same as Music 454.) **2 hours**

462—Elementary School Music Methods. (Same as Music 462.) **2 hours**

469—Teaching of Modern Languages (Same as Foreign Language 469.) **2 hours**

471, 472—Teaching of Business Subjects (Same as Business 471, 472.) **2 hours both semesters**

474—Teaching of Mathematics (Same as Mathematics 474.) **3 hours**

475—Methods of Teaching Home Economics (Same as Home Economics 475.) **2 hours**

476—Teaching of English (Same as English 476.) **3 hours**

477—Teaching of Science (Same as Natural Science 477.) **3 hours**

478—Teaching of Social Studies (Same as Social Science 478.) **2 hours**

481—Para-Professional Practicum Students will spend half days for eight weeks working with a teacher as a para-professional under supervision of a college supervisor. **4 hours**

484—Supervised Student Teaching in the Elementary School Prerequisites: Senior standing, approval by the Committee on Teacher Education, Education 249 and reading and arithmetic methods. **8-9 hours**

485—Supervised Student Teaching: All Grades Prerequisites: Senior standing, approval by the committee on Teacher education. Educ. 351, and/or appropriate special methods course or two appropriate methods courses without Educ. 351. **8-9 hours**

486—Supervised Student Teaching in the Secondary School Prerequisites: Senior standing, approval by the Committee on Teacher Education, Education 351 and an appropriate special methods course (concurrent registration in these courses may be permitted). **8-9 hours**

487—Elementary School Curriculum and Management Schedules; reports; attendance records, and parent-teacher-principal-pupil relationships; modern trends and practices in curriculum organization; planning the educational program; intended as a culminating course in the preparation for elementary school teaching. Prerequisite: Concurrent with Student Teaching or consent of instructor. Educ. 489 must be taken concurrently. **2 hours**

488—Social and Philosophical Foundations of American Education A study of the American Public School System, its development, problems and practices, together with various issues which are involved with its relation to society. Consideration will be given to philosophical ideas and their influences. **3 hours**

489—Pre-Student Teaching Lab See Educ. 487 which must be taken concurrently. **1 hour**

495—Early Childhood Education A study of teaching-learning at the Pre-school level. The study emphasizes basic concepts such as growth, development, parent roles, and the teacher's role. **2 hours**

497—Audio-Visual Instructional Media This course includes theory and practice in the use of audio-visual media in the classroom with laboratory experience in the operation of sound-film projectors, strip-film projectors, opaque projectors, and other equipment. **2 hours**

524—Advanced Developmental Reading An overview of reading development; causes of poor reading; how to help the slow learner in reading and to challenge the retarded reader; the diagnosis of reading difficulties; teaching reading in the content areas; practical helps for improving various reading skills; current reading programs. Prerequisite: One course in developmental reading or consent of the instructor. **2-3 hours**

561—Statistics (Same as Educ. and Math 341.) **4 hours**

562—Measurement and Evaluation of Learning Review of the basic principles of measurement, practice in evaluating, administering and interpreting results of measures of achievement, general and special abilities, personality and interests. Individual projects in measurement and evaluation. **3 hours**

573—Learning Problems of the Exceptional Child Identification of the learning problems of children which arise out of their ethnic cultural backgrounds and from other sociological factors, from mental and neurological disorders, or of being gifted. Through extensive reading, simulation and group discussion provide information on methods, techniques, referral and other resources which complement the instruction of the exceptional child. This course is required for certification in Indiana and Missouri. **3 hours**

574—Introduction to Guidance The dynamics of human behavior, the needs of individual students, and the structure of guidance services. **3 hours**

600-699—Graduate Level Courses Open to some seniors. See Director of Graduate Studies.

Library Science—12

223—Use of Books and Libraries Practical information on the use of books, the Dewey classification, the card catalog, printed indices, bibliographies, and other reference books. **2 hours**

364—Children's Literature A survey and critical analysis of children's literature to aid in the selecting of reading material for children from the pre-school age through the elementary grades. The course is a requirement for those planning to teach in the elementary grades in Illinois. **2 hours**

368—Books for Young People Concerned with the reading problems of the high school student. Analysis of books as an aid to the guidance of the individual student and a study of the available reading materials for this age group. Requires wide reading of books and corresponding bibliographical work. **2 hours**

497—Audio-Visual Aids to Learning (Same as Educ. 497.) **2 hours**

"Follow the spot around that circle!"

Psychology—13

W. Bell, L. Flint, J. Knight, N. Roth, C. Sechrist

The general objective of the Department of Psychology is to acquaint students with the field of psychology and the implications of its principles for human behavior.

The Department specifically seeks to serve three types of students. First, it provides broad training for students who wish to pursue further work in graduate schools to prepare them for a psychological vocation of their choosing. Second, it gives students sufficient background in psychological theories and principles to assist them more effectively to meet the needs of persons they encounter in their particular vocational and occupational pursuits. Third, it acquaints students with their own psychological adjustment processes to facilitate better interpersonal and intrapersonal relationships.

To accomplish these goals, the following academic options and requirements are established. Psychology 101 and 201, or their equivalents, are prerequisites for all other courses in psychology. Psychology 101 is the foundation course and should be taken first.

Major (Bachelor of Arts): 28 hours

Required:

Psy. 101—Introduction to Psychology
201—Developmental Psychology
203—History and Systems of Psychology
491—Advanced Seminar in Psychology

One of these options is suggested:

A. Strongly recommended for *graduate school candidates:*

Psy. 341—Psychological Statistics
342—Research Method and Design
345—Physiological Psychology
and recommended supporting courses:
Biol. 121—General Zoology
245—Human Anatomy and Physiology
241—Genetics
C.S. 250—Compiler Languages

B. Recommended for *service vocations:*

Psy. 311—Psychology of Personal Adjustment
321—Social Psychology
343—Learning and Behavior Modification
361—Theories of Personality
463—Psychopathology
464—Counseling and Psychotherapy
and appropriate supporting courses.

C. Recommended for *personal enhancement:*

Psy. 311—Psychology of Personal Adjustment
321—Social Psychology
463—Psychopathology
464—Counseling and Psychotherapy
and appropriate supporting courses.

Major (Bachelor of Science): 32 hours

Required:

Psy. 101—Introduction to Psychology
201—Developmental Psychology
203—History and Systems of Psychology
341—Psychological Statistics
342—Research Method and Design
345—Physiological Psychology
491—Advanced Seminar in Psychology
Biol. 121—General Zoology
241—Genetics
245—Human Anatomy and Physiology
C.S. 250—Compiler Languages

Minor: 18 hours

Required:

Psy. 101—Introduction to Psychology
201—Developmental Psychology
203—History and Systems of Psychology

Teaching Minor: 20 hours

Required:

Psy. 101—Introduction to Psychology
201—Developmental Psychology
203—History and Systems of Psychology

Students are to declare the pattern they have chosen to follow when they file for Junior standing. A copy of this intent shall be left with the departmental chairman and the student's adviser. This declaration should state whether an A.B. or a B.S. is desired and which pattern he intends to follow.

General Courses

101—Introduction to Psychology An introductory course in the scientific approach to the study of human behavior. The facts and principles of human behavior pertinent to everyday life are stressed. This course is prerequisite for all of the following courses in psychology. **3 hours**

201—Developmental Psychology A survey of human development from conception to death. This course is prerequisite for all of the following courses in psychology. **3 hours**

202—Educational Psychology (Same as Ed. 249-250.) **4 hours**

203—History and Systems of Psychology A history of the field of psychology is given with particular emphasis being placed on the theoretical development from the prescientific era to the present time. **3 hours**

311—Psychology of Personal Adjustment The objective of this course is to give a general orientation to the subject of personal adjustment with some emphasis placed on mental hygiene. The individual and cultural determinants of behavior will be discussed. **3 hours**

321—Social Psychology This course considers the social factors which operate in influencing the behavior of the individual. Emphasis is given to the description and evaluation of the methods of measurement and techniques of investigation of the social psychologist. **3 hours**

491—Advanced Seminar in Psychology Emphasis is placed upon small group discussion. Topics to be covered will vary with the instructor and current developments in the field. Prerequisite: Psychology major and permission of the instructor. **2 hours**

Experimental Courses

341—Psychological Statistics (Same as Math 341.) **4 hours**

342—Research Method and Design A survey of the methods of gathering, interpreting and communicating psychological data with emphasis on the experimental method and psychological testing. Topics include psychological measurement and scaling techniques, the various types of research designs, report writing and interpretation, graphical reporting of data, and bibliographical sources in psychology. Psych. 342 is a recommended prerequisite for 343 and 344. **2 hours**

343—Learning and Behavior Modification A survey of the basic types of learning and the variables which influence the learning process. Emphasis is placed on the theoretical and applied aspects of human behavior change. Recommended prerequisites: Psychology 203, 342.
4 hours

344—Sensation and Perception A study of how man perceives his environment. Topics include the stimulus correlates and sensory bases of perception, information processing, and the effect of individual and social factors on perception. Recommended prerequisite: Psychology 342. **3 hours**

345—Physiological Psychology This course acquaints students with the neurological and glandular bases of learning, sensation, perception, and behavior. Lecture and laboratory experiences are included. **3 hours**

449—Experimental Research Project A departmentally approved experimental research project designed, conducted and written up by the student. Prerequisites: Eighteen hours of psychology including Psych. 341, 342, and one of 343, 344 or 345. **1-3 hours**

Clinical and Counseling Courses

361—Theories of Personality A study is made of the definitions of personality that are acceptable to the various theoretical positions. Also, consideration is given to the many factors that affect the personality development of the individual. Emphasis is placed on what is considered normal personality. Recommended prerequisite: Psych 203. **3 hours**

463—Psychopathology A study of the symptoms and probable sources of abnormal behavior. An outline of the types of personality maladjustments. Attention will be given to Christian perspectives on the etiology of psychopathology and to the role of the Christian faith as a curative factor in the treatment of such maladjustments. Prerequisite: Education or Psychology Major or permission of instructor. **3 hours**

464—Counseling and Psychotherapy Assumptions and facts fundamental to counseling, factors in the interviewing situation, nature of therapeutic techniques, and relation of counseling to other personnel procedures are considered. Prerequisite: Psych. 361 or 463 strongly recommended, or permission of instructor. Seniors only. **3 hours**

469—Field Experience 16 hours per week in an approved agency under the supervision of a professionally trained staff member. This will be arranged according to the interests of the student. Open only to senior psychology majors. **5 hours**

562—Psychometrics (Same as Education 562.) **3 hours**

Physical Education—14

C. Ward, L. Watson, C. Doenges, F. Wilson

The physical education department offers a service program in physical education as well as professional training leading to a major. An extensive intramural and in-

tercollegiate sports program is also sponsored by the Department.

The Department of Physical Education has as its objectives the promotion of good health practices in the lives of all students, the development of Christian character through sportsmanship and cooperative team play, the teaching of worthy use of leisure time, arousing interest and developing skills in games and recreational activities, and providing students majoring in Physical Education with the fundamental knowledge and skill required for effective service to society.

Two semester hours of physical education are required of all students. Veterans may apply at the Registrar's office for credit covering service experience in the Armed Forces. In cases in which inability is certified by the school physician, substitutions may be arranged of the same number of hours in zoology, hygiene, or first aid.

One hour of general physical education credit shall be given for a full season of participation as an active member of an intercollegiate team such as softball, baseball, basketball, tennis, track, volleyball, football, soccer, wrestling. A maximum of two hours may be earned by this method. The standard tuition rate would be charged, or the course included in the student's full load. The student must specifically request this credit by registering for it at the registrar's office during the semester of participation. Credit will be granted only on the written approval of the team coach and Chairman of the Department.

The successful completion of P.E. 249 is a prerequisite to all courses numbered 300 and above.

Major

Option A Teaching Major: 32 hours

Required:

P.E. 230—Gymnastics
249—History and Principles of Phy. Ed.
352—Tests and Measurements in Phy. Ed.
360—Physiology of Exercise
362—Care of Athletic Injuries
376—Community Health Education
471—Organization and Administration of P.E.
472—Kinesiology

An additional 8 hours selected from:

P.E. 221—Basketball
222—Track and Field
223—Baseball
224—Football
225—Methods of Teaching Individual Sports
227—Team Sports Officiating
229—Methods of Teaching Team Sports

Supporting courses:

Bio. Sci. 121—General Zoology, and the Professional Educational Sequence including P.E. 364 in Methods.

Option B Non-Teaching Major: 36 hours.

Course work designed for those interested in YMCA, YWCA or other recreation fields.

Required:

P.E. 225—Methods of Teaching Individual Sports
230—Gymnastics
240—First Aid
249—History and Principles of Physical Ed.
274—Outdoor Education
362—Care of Athletic Injuries
367—Methods and Materials in Physical Education for the Elementary School
471—Organization and Administration of P. E.
472—Kinesiology or 360—Physiology of Exercise

and one hour of courses selected from:

P.E. 114—Swimming (men)
115—Lifesaving
116—Scuba
130—Swimming (women)
131—Tennis
235—Golf

Supporting course required:

Bio. Sci. 121—General Zoology

Also recommended:

Take as many activity courses as possible, P.E. 100-130, and 370—Adaptive and Corrective P.E.

Option C

The department offers a 24 hour non-teaching major for those interested in Athletic Training or pursuing further work in the area of Physical Therapy. A fully certified program in Physical Therapy is customarily offered only with graduate work elsewhere.

Non-Teaching Major: 24 hours

Required:

P.E. 130—Swimming (women) or
P.E. 114, 115—Swimming (men) and Lifesaving
240—First Aid
249—History and Principles of Phy. Ed.
360—Physiology of Exercise
362—Care of Athletic Injuries

370—Adaptive and Corrective Phy. Ed.
472—Kinesiology

and four hours of electives subject to the approval of the Chairman of the P.E. Department.

Required supporting courses:

Biol. Sci. 121—General Zoology
245—Human Anatomy and Physiology
361—Vertebrate Zoology
Chem. 101—Introduction to Chemistry
or 103—General Chemistry
112—Chemistry for Life Sciences
or 114—Chemistry for Physical Sciences
(Eight hours of Chemistry are required.)

Strongly recommended:

A minimum of 18 hours in Psychology.
Bio. Sci. 353—Embryology of the Vertebrates
Physics 111 or 201—General Physics I
112 or 202—General Physics II
Math. 131—Integrated Algebra and Trigonometry

Teaching Minor: 24 Hours

Required:

P.E. 249—History and Principles of P.E.
364—Methods in Secondary Physical Ed.
376—Community Health Education
471—Organization and Administration of P.E.

and 8 hours selected from

221—Baseball
222—Track and Field
223—Baseball
224—Football
225—Methods of Teaching Individual Sports
227—Team Sports Officiating
229—Methods of Teaching Team Sports
367—Methods and Materials in Physical Education for the Elementary School

Supporting course:

Bio. Sci. 121—General Zoology

Non-Teaching Minor: 16 Hours

Required:

P.E. 249—History and Principles of Physical Education
Additional courses to be approved by Department Chairman.

The practicum courses consist of in-service training available upon approval by the department head under close supervision of a department faculty member. They will allow training in the areas of intramurals, physical education, recreation and athletics.

Courses

101—Introduction to Physical Education This course is designed to guide and help our students to a better understanding of their physical needs and thus enhance their chances of living healthy, satisfying and energetic lives. **1 hour**

102—120—Elective Physical Education These introductory courses are designed to teach fundamental rules and skills in individual and team activities. Each activity carries ½ hour credit. The student will normally register for two activities each semester for 1 hour credit.

102 Archery
103 Basketball
104 Badminton
105 Bowling
106 Conditioning
107 Flag Football
108 Golf
109 Soccer
110 Outdoor Recreation
111 Softball
112 Tennis
113 Volleyball
114 Swimming (men)
115 Lifesaving
116 Scuba Prerequisite: 115 and instructor's approval.
117 Bicycling
118 Field Hockey

130—Swimming (women) A course in which the student is taught swimming strokes, along with water games and activities. Not to be repeated for credit. **1 hour**

131—Tennis A course outlined for beginning players. Emphasis is placed on the development of fundamental skills. **1 hour**

140—Hygiene (Same as Biology 140.) **2 hours**

187, 188, 287, 288—Marching Band One-half credit per semester in Physical Education may be allowed for participation in all the activities of the marching band, First semester only.

221—Basketball An intensive study of the rules and problems relative to the development of successful offensive and defensive play. **2 hours**

222—Track and Field The study and practice of the various coaching techniques in track skills, methods of training and conditioning, and the methods of administering track meets. **2 hours**

223—Baseball This course combines the rules and coaching techniques of baseball. **2 hours**

224—Football A study of rules, coaching techniques and problems relative to the development of successful offensive and defensive play. **2 hours**

225—Methods of Teaching Individual Sports Techniques and skills necessary for giving instructions in individual sports will be stressed. **2 hours**

227—Team Sports Officiating A study of techniques, team play, rules, and rule interpretation with emphasis on proper mechanics and judgment in officiating. Practical experience obtained. **3 hours**

229—Methods of Teaching Team Sports Techniques and procedures for teaching a number of selected team sports including softball, soccer, volleyball, and basketball. **2 hours**

230—Gymnastics Participation, instruction in technique and practice teaching in graded stunts, tumbling and gymnastic activities. **2 hours**

235—Golf An activity course arranged for those who wish to develop a knowledge and skill in golf play. **1 hour**

240—First Aid Procedures for determining real health needs of students, and the use of health resources in the community. Also, a standard course in first aid, using the American Red Cross text book will be conducted. **3 hours**

249—History and Principles of Physical Education A historical study of physical education, its development from early civilization to contemporary times, with special emphasis placed upon the basic philosophy, objectives, and physiological and educational principles as they relate to physical education. **3 hours**

274—Outdoor Education A study of the approved techniques for out-of-door living and recreation with opportunity for the student to develop skills in the various areas covered. **2 hours**

352—Tests and Measurements in Physical Education The application of the principles and techniques of educational measurement to the teaching of health and physical education; study of the functions and techniques of measurement in the evaluation of student progress toward the objective of health and physical education, and in the evaluation of the effectiveness of teaching. **3 hours**

360—Physiology of Exercise Study of various systems of the human body when subjected to various degrees of physical work. **3 hours**

362—Care of Athletic Injuries A course desinged to meet the needs of high school instructors and coaches in the presentation, treatment and care of injuries and techniques of taping. **4 hours**

364—Methods in Secondary Physical Education This course will deal with the methods, materials, and techniques pertinent to the teaching of Physical Education in the secondary school program. Special attention will be given to the interpretation of the developmental needs of the adolescent in terms of activity. 1 hour Laboratory. Prerequisite: P.E. 225 for men or P.E. 229 for women. **4 hours**

367—Methods and Materials in Physical Education for the Elementary School This course is a recommended option for candidates for elementary teaching certification. **3 hours**

368—Training and Coaching the Woman Varsity Athlete A study of the psychological and physical concepts of coaching women athletes. Concentration on specific coaching techniques, drills, strategies and training for selected sports. **2 hours**

370—Adaptive and Corrective Physical Education Exercises used as a basis for maintaining good body mechanics. Prevention of the development of postural defects. **3 hours**

376—Community Health Education A study of the measures contributing to community health. The course is designed to identify various problems of society and to instruct in methods of coping with these problems. **3 hours**

471—Organization and Administration of Physical Education A study of the aims and objectives of physical education as related to those of general education. Principles of dealing with finance, school-home relations, scheduling, eligibility, the press, maintenance, and personnel are studied. **3 hours**

472—Kinesiology Study of the human body in motion. **3 hours**

490, 492—Intramural Practicum A course designed to give first hand experience in the organization and administration of intramurals. In-service training involving setting up activities, advertisement of the program, setting up and conducting tournaments and officiating. A student may enroll in this course twice for a maximum of four hours; two hours each experience. Pre-requisite: Application to and approval of Chairman of the Department. **2 to 4 hours**

494, 496—Practicum in Physical Education, Athletics & Recreation Designed to give the physical education major a first hand experience in the instruction of physical education, recreation, and coaching. This experience ordinarily will be preliminary to and will assist the student in his preparation for student teaching. A student with a non-teaching major may enroll in this course for in-service training to be set up at the YMCA. A student may enroll in this course twice for a maximum of four hours; two hours to be obtained in each of two clearly defined areas. Prerequisite: Application to, and approval of the Department Chairman.

Olivet has intercollegiate, intramural and class activity sports for all the students who wish to participate. Details are on pages 23 and 67.

Mrs. Carolyn Rohe leads the dedication ceremony for new students in the nursing program.

Division of Nursing Education—15

Carolyn Rohe, Chairman
L. Hayes, G. Ingersoll, C. Keck, J. Monroe, A. Saldeen, E. Salzman, J. Stocks, L. Tillotson, A. David

The concepts of man, health, environment, and nursing provide the framework for the baccalaureate program in nursing at Olivet Nazarene College. The philosophy of the Nursing Division includes the belief that professional nursing focuses on man and his environment for the purpose of promoting, maintaining, and/or restoring an optimum level of health. The nursing student practices in a variety of health care settings. Practicums include individual and group health counseling and education, preventive services, and care in acute and long-term illness.

The nursing curriculum combines special education in nursing theory and practice with a broad education base. The upper division courses build on preceding and concurrent courses in the sciences and humanities. The upper division concentrates on study in the nursing major.

The four year baccalaureate nursing program at Olivet Nazarene College prepares professional nurses capable of delivering health care in distributive and episodic settings, provides a basis for increasing responsibility and leadership, and provides a foundation for graduate study and continuing personal and professional development.

For acceptance to the nursing major, all applicants must present a minimum of three semesters of college work, with at least forty-five (45) semester hours credit. A grade point average of 2.2 on a four-point (4.0) scale is required for acceptance to the nursing major. Maintenance of the GPA of 2.2 is necessary for continuance in the nursing major. No grade below "C" is acceptable in either the nursing or supportive courses. All supportive courses must be completed before admission to the nursing major.

If it becomes necessary to limit the numbers in the nursing program, the criteria for acceptance will include grade point average, aptitude tests, personality, evidences of maturity and traits which would indicate success as a professional nurse.

Major: 52 hours

Required:

Nursing 201—Introduction to Research
222—Basic Concepts in Nursing
351—Nursing of Adults
352—Parent/Child Health Nursing
471—Mental—Health Nursing
472—Community Health Nursing
482—Nursing Leadership
491—Nursing Seminar
493—Research Seminar
494—Independent Nursing Study

To be supported by:

Chem. 101—Introduction to Chemistry
or 103—General Chemistry
112—Chemistry for the Life Sciences
Bio. 121—General Zoology
245—Human Anatomy and Physiology
356—Microbiology
362—Human Nutrition
Psych. 101—Introduction to Psychology
201—Developmental Psychology
Sociology 121—Introductory Sociology

Courses

201—Introduction to Research Study of methods of research and statistics. **2 hours**

222—Basic Concepts in Nursing Presentation of basic concepts for understanding man, health, environment and nursing. Demonstration of the nursing process as a format for the comprehension of the wellness status and beginning pathophysiology. Introduction of theoretical background and fundamental nursing skills for utilization in group discussions and clinical settings. Prerequisites: Chem. 101 or 103 and 112; Biology 121, 245, 356, 362; Psychology 101, 201; Sociology 121. **8 hours**

341—Statistics (Same as Mathematics 341.) **4 hours**

351—Nursing of Adults A study of the care of the adult having major problems arising from pathophysiological concepts. It emphasizes the nursing process of assessing, planning, implementing and evaluating to assist individuals and families in adapting to health changes. **10 hours**

352—Parent/Child Health Nursing Parent/Child Health Nursing is a study of the application of the nursing process to the life tasks of child-bearing and child rearing. The psychosocial and physiologic processes inherent in the addition of a family member and growth and development of the child are explored. Focus is placed on nursing intervention in the promotion, maintenance, and restoration of health to the group and each group member during child-bearing and child rearing. **10 hours**

471—Mental Health Nursing Mental Health Nursing emphasizes the nursing process in relation to promoting, maintaining, and/or restoring optimum levels of personality development and behavioral adaptation for the client. Wholesome personality development, as well as maladaptive behaviors are considered in depth. Knowledge and understandings learned in the previous nursing and supportive courses will be emphasized and expanded. Prerequisites: 351, 352. **6 hours**

472—Community Health Nursing This course focuses on health promotion, prevention of illness and health maintenance. Students participate in nursing care in such varied community settings as the home, school, industry, and outpatient clinics. The influence of the family and the effects of environment upon health are analyzed. A geographic area is studied as an example of community efforts to provide health care services. The importance of the consumer in planning and evaluating health care, and in

participating in self-care is stressed. The use of a car is required for this course. Prerequisites: Nurs. 351, 352. **6 hours**

482—Nursing Leadership Study of principles of leadership as utilized by the professional nurse. The nursing leadership process, group theory, and principles of communication are analyzed and related research is incorporated. Clinical experiences provide an opportunity to collaborate with health team members in utilizing the nursing process to provide care for a group of clients. **3 hours**

491—Nursing Seminar Provides a forum for exploration and discussion of issues and trends affecting nursing, from historical and current view points. The focus is on areas of concern for nursing as a profession, nursing practice, and nursing education. Research and legislation affecting these issues is reviewed. The concept of role transition from student to practitioner is discussed and opportunities for continued professional growth are explored. **2 hours**

493—Research Seminar The major objective of the course is for the student to select a problem, plan the research, including the construction of a data gathering device, collect and analyze the data, draw conclusions, and prepare a research report. An emphasis is the importance of the study to nursing, i.e., patient education, standards, service. **2 hours**

494—Independent Nursing Study The purpose of this course is to provide an opportunity for the senior level student to select an area of interest, and to develop and operationalize a plan for independent study. Learning experiences are individually arranged in health care settings selected by the student. **3 hours**

Dr. Harlow Hopkins directed the Concert Band in music at the outdoor Commencement in May.

Division of Fine Arts

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Harlow Hopkins, Chairman

The Division includes the Departments of Art and Music.

The objectives of the Division of Fine Arts are twofold. Realizing that a knowledge of the fine arts is a vital part of any liberal education, the Division attempts (1) to develop an intelligent appreciation of, and desire for, the arts that will be lasting value in the life of every student; and (2) to prepare those professionally interested in the area of music.

Fine Arts—21

H. Collins, R. Moore

101—Introduction to Fine Arts A general education course designed to give the student an understanding of the basic structural similarities in the aural art of music and the visual arts of painting, sculpture, architecture. **3 hours**

177, 178, 377, 378—Radio Workshop A study of the equipment and materials used in broadcasting, including the operation of control room equipment (mixing panel, record turntables, tape machines, etc.), and the writing and delivery of material for broadcasts of a sacred and secular nature: commercials, newscasts, and devotional programs. **1 hour each semester.**

Art—22

H. Collins, D. Bishop

The courses offered by the Department of Art are aimed at developing greater appreciation and enjoyment of art for all students. An emphasis is placed on the appreciation of past and current art works and on the development of the visual awareness of the student. A variety of courses provides a strong art minor.

Teaching Major: 33 hours

Required:

Art—103 Drawing I
104—Drawing II
105—Crafts
111—Textile Design
173—Creative Photography
221—Ceramics
223—Design I
224—Graphics I
231—Painting I
241—Sculpturing
305—Creative Crafts
324—Graphics II
371—History of Western Art
471—History of Modern Art

To be supported by the professional education sequence including Art 465, Art Methods for the Classroom (2 hours).

Non-Teaching Major: 34 hours

Required:

Art 103—Drawing I
104—Drawing II
105—Crafts
111—Textile Design
173—Creative Photography
221—Ceramics
223—Design I
224—Graphics I
231—Painting I
241—Sculpturing

In addition, students must complete one of the following options:

Option A—Three Dimensional

Art 222—Ceramic Studio II
305—Creative Crafts

371—History of Western Art
471—History of Modern Art

Option B—Two Dimensional

Art 232—Painting Studio II
356—Advanced Painting
324—Graphics II
371—History of Western Art
471—History of Modern Art

Minor: 20 hours

Required:

Art 103—Drawing Studio I
105—Crafts Studio for Elementary Teachers
221, 222—Ceramic Studio
231—Design Studio
Art History, one course

Two Hours of Intro. to Fine Arts 101 may be included for credit on the minor.

Teaching Minor: 24 hours

Including the same courses stipulated for the non-teaching minor.

Courses

103—Drawing Studio I A basic course in fundamentals of drawing and composition. An experimental course using a variety of media in the study of line, value, and form. **2 hours**

104—Drawing Studio II A continuation of experimental drawing. A study of perspective and the use of water color and ink. **2 hours**

105—Crafts Studio for Elementary Teachers A course in elementary crafts with experimentation in a variety of projects including clay, stitchery, papier mache and wood sculpture. Emphasis on three-dimensional materials. **2 hours**

111—Textile Design (Same as Home Economics 111.) **3 hours**

173—Creative Photography The essentials of handling a camera, developing black and white film, making prints and enlargements to produce a creative image. Special emphasis is given to composition and impact of photographic images. **2 hours**

221—Ceramic Studio I Experiments in the basic hand building methods in pottery. A development of skills in preparing clay, mixing glaze, and firing the kiln. **3 hours**

222—Ceramic Studio II A continuation of experiments in hand built pottery. Work in sculpture and a development of skills in throwing on the wheel. **3 hours**

223—Design Studio I A basic course in the fundamentals of the visual arts. Experiments in line drawing and black and white paper designs. A choice of individual design problem. **2 hours**

224—Graphics Studio I A laboratory course investigating the making of visual images in the various graphic processes of etching, lithography, linoleum and wood-block printing. Emphasis would be placed upon creativity and exploration. **2 hours**

231—Painting Studio I A beginning course for all persons interested in the use of oil paints. Studies in still life, landscapes, and portrait work. **2 hours**

232—Painting Studio II A continuation in the study of oil techniques. Experience in the use of acrylics and water colors. Emphasis on composition. Prerequisite: Painting Studio I. **2 hours**

241—Sculpturing The course is designed to give the student a broad range in three-dimensional compositions. The student will have experience in working with stone, wood, metal, ceramics, plastics, discarded materials, etc. Emphasis in good design is stressed. **2 hours**

305—Creative Crafts A studio course involving the student in the areas of weaving fabrics, batik and tie-dyeing, macrame, origami and creative candle-making. **3 hours**

324—Graphics Studio II A laboratory course emphasizing contemporary print-making techniques of metal and plastic etching, silkscreen, lithography, and wood-block. Graphics Studio 224 is a prerequisite. **2 hours**

356—Advanced Painting Emphasis is placed on in-depth exploration and development of painting ideas. The student is encouraged toward independent work and participation in studio critiques and seminars. **2 hours**

365—Art Activities for the Elementary School (Same as Educ. 365.) **2 hours**

371—History of Western Art A study of the plastic and pictorial expression of art in the western world. **3 hours**

465—Art Methods for the Classroom A laboratory-classroom course stressing the correlation between Art and other subject areas of the school curriculum. Modern and innovative techniques and media will be explored including t.v., music and visual media. **2 hours**

471—History of Modern Art A survey course of the visual arts from the late 19th Century up to the present time. Areas to be explored are Impressionism, Dadaism, Expressionism, Abstraction, Op and Pop Art, and Contemporary American Visual Art. Field trips to the Art Institute in Chicago will play an important role in the course. **3 hours**

Music

H. Hopkins, G. Greenlee, J. Grothaus, I. Kranich, W. Kranich, G. Dunbar, O. Young, A. Edwards, J. Noble, T. Nelson, R. Eimer

The aim of the Music Department is to provide instruction in certain branches of music, so that (1) students may become Christian men and women of highest ideals and usefulness as performers, teachers, church organists, and ministers of music; and (2) students from other divisions of the college, and unclassified students may pursue courses towards a minor, or for elective credit.

General Regulations

The Chairman of the Department shall determine which students shall enroll with each teacher, such enrollment being based primarily upon the needs of the students and the field of specialization of the teacher.

Students who desire collegiate standing or advanced credit in applied music must be prepared to play or sing two or three solo works from standard repertoire before members of the music faculty. Memorization is recommended.

Transferred work in applied music and theory will receive credit subject to examination or to satisfactory study in courses of similar content or in sequence in Olivet Nazarene College. Work taken under private teachers or from unaccredited schools may be validated for credit by the student's passing proficiency examinations.

No student is allowed to study music with a teacher not on the staff of the Department of Music, nor to belong to a musical organization on or off campus, without permission from the Chairman of the Division of Fine Arts. Applied music students should not make public appearances without consent of the applied instructor.

Applied music students must practice regularly as follows:

Class piano students, a minimum of five hours per week.

Class voice students, a minimum of four hours per week.

Private students of piano, voice, organ and all other instruments, a minimum of six hours for every half hour lesson per week.

A course in applied music will be regarded as failed if the student has not fulfilled the required number of lessons during the semester, viz., thirteen lessons. The instructor is not responsible for the make up of lessons missed by the student except when a bona fide reason for the absence is presented.

Music Majors are required to attend fifteen concerts and/or recitals per semester while music minors and all others studying applied music are required to attend eight concerts per semester. Failure to meet this requirement will cause the final applied semester grade to be lowered.

Because of the importance of a knowledge of music theory and the wide variance noted in the background in this area in the pre-college studies of music students, all declared music majors will be required to take a placement examination in order to qualify to enter courses in Theory.

Similar importance is placed on the ability of a student majoring in music to play a keyboard instrument. The student who wishes to concentrate in voice or an instrument other than piano or organ should plan to have the keyboard requirement completed by the end of the sophomore year.

Keyboard work must be carried concurrently with theory courses (Mus. 192, 193, 292, 293) unless the student has had several years of serious keyboard study prior to entrance at Olivet. No student majoring in Music Education will be permitted to do student teaching until completing the equivalent of Piano 107, either privately or in class.

All music majors are required to participate in (1) a senior recital that includes music from the major style periods, or (2) complete a senior project in music education that is equivalent in time and effort

to the recital. All such projects must be approved in advance by the Chairman of the Department in cooperation with the faculty specialist in music education.

The progress of each student in his major applied area will be noted at the end of the second year of study and a judgment rendered at that examination as to his readiness to proceed into the third year.

Questions concerning entrance requirements and general regulations should be addressed to the Chairman of the Department of Music.

Curricula Offered

Music Education. It is the objective of the Department of Music to provide training and experiences to properly qualify students for positions as teachers or supervisors of music in the public schools. The program exceeds the requirements of the State Board of Education and of the Illinois Limited State Special Certificate which qualifies the holder to teach and supervise music in grades 1-12.

Church and Choral Music. For students who expect to be church musicians, the Department offers a program intended to give a comprehensive and thorough technical training along with the deeply spiritual emphasis of the college. Believing that spiritual fervency and technical proficiency can be combined, Olivet presents an extensive four-year course with a major in Church Music on the Bachelor of Science degree, which will enable the graduate to take his place in church music circles with effectiveness.

The curriculum is designed primarily for the church choir director, church organist, the organist and choirmaster, the church soloist, and the music evangelist who desires extensive training that he might give the best possible service to the church.

A secondary aim is to prepare students for participation in church services as pianists, organists, and song leaders.

Performance Major, Bachelor of Arts. This degree is offered for the outstanding student already displaying a high calibre of attainment, who is pursuing work in solo and ensemble performance, accompanying, and college or private teaching. Students wishing to teach in the public schools should choose the Music Education curriculum.

Auditions should include pieces which are representative of the various historical periods in music. Memorization is expected.

Teaching Major (Music Education) A.B. or B.S.: 60-65 hours

Required:

Music 190—Intro. to Musical Literature
192, 193—Music Theory
275—Elementary Conducting
292, 293—Music Theory
370—Voice Literature and Pedagogy
390, 391—History and Literature of Music
494—Instrumentation

3 of these methods courses:

Mus. 180—Percussion Instrument Class
280—String Instrument Class
380—Woodwind Instrument
381—Brass Instrument Class

Applied Music Concentration 16 hours minimum in organ, piano, voice, string, woodwind, brass or percussion instrument. Preparatory applied course credit does not count toward this 16 hour requirement. The student must also have a minimum of 2 hours in voice (if not a voice major) and a minimum of 4 hours of piano (if not a piano major), and must satisfactorily complete the equivalent of Piano 107, either privately or in class, before Student Teaching can begin.

Non-organ or piano majors possessing adequate skills to pass the piano proficiency exam (Piano 107) may meet the four hour requirement by taking either piano and/or organ.

Controlled Electives:

Ensemble(s), 4 hours;
Mus 378—Choral Literature & Conducting
or 481—Instrumental Lit. and Conducting.

Supported by the Profession Education Sequence in Chapter 7. .....19-21 hours

Since the curriculum in music education has very few electives, students are advised that at least one summer session in addition to the regular eight semesters may be required to complete the degree in this field.

Non-Teaching Major (Church and Choral Music) A.B. or B.S.: 71 Hours

Required:

Music 190—Introduction to Musical Lit.
192, 193—Music Theory

275—Elementary Conducting
292, 293—Music Theory
377—Music in Worship
379—Music in the Church Service
390, 391—History and Literature of Music
478—History of Church Music
479—Seminar in Church Music
494—Instrumentation

Six hours chosen from the following:

378—Choral Literature and Conducting,
454—Secondary Music Methods,
462—Elementary School Music Methods,
481—Instrumental Literature.
Ensemble.....4 hours

For Church and Choral Music majors the applied concentration must be a minimum of 20 hours in voice or organ. At least 4 additional hours of applied music is required (to be recommended by counselor).
To be supported by Educ. 249-250.

Teaching Minor: 24 Hours

Required:

Music 192, 193—Music Theory
275—Elementary Conducting
454—Secondary Music Methods

8 hours of applied music and 2 hours chosen from
Music 180-388 Music Ensembles
190—Introduction to Musical Literature

Minor: 16 Hours

(Courses to be approved by the Chairman of the Division of Fine Arts)

Performance Major (Bachelor of Arts): 68-70 hours.

Required:

Major instrument.....32 hours
Pedagogy and Literature ..... 2-4 hours
Junior Recital..... 1 hour
Senior Recital..... 1 hour
Theory 192, 193, 292, 293.....16 hours
Literature 190, 390, 391 .....8 hours
Conducting 275.....2 hours
Controlled Electives .....4 hours
(Mus. 392, 393, 378, 481 or Secondary Applied)
Ensemble .....2 hours

French or German required for voice majors.

Applied Music—23

A concentration of applied music is required on either the music education or church music major.

Keyboard Instruments

100, 101—Preparatory Organ For the student who does not wish to major in organ, or who has insufficient piano background to begin study on the collegiate level. Piano foundation in scales, simple classical pieces and hymns is required. Organ 100 includes fundamentals of organ technique, major scales on pedals, hymn arrangements, and easier pieces for service playing. Emphasis upon Richard Enright instruction book and Master Studies. One hour credit with an examination before a committee each semester. To enter the four-year course with an applied major in organ, the student should have completed sufficient piano study to play the easier Bach Inventions, Beethoven sonatas and some contemporary literature and Mus. 101.

102, 103, 202, 203—Organ Instruction books include the Harold Gleason, Richard Enright, and Marcel Dupre methods. Nilson pedal studies, major and minor pedal scales, J. S. Bach's Liturgical Year, and Eight Little Preludes and Fugues, Mendelssohn sonatas, contemporary compositions, basic instruction on the Schulmerich carillons. The student is expected to appear on a recital, play in chapel occasionally, and be able to play hymns and church service music. **2 hours each semester,** or until able to pass the qualifying examination for upper division standing. Prerequisite: Organ 101.

302, 303, 402, 403—Organ J. S. Bach: Larger Preludes and Fugues, Toccatas, Fantasias, selections from Trio Sonatas, or Schübler Chorales. Compositions by Franck, Karg-Elert, Vierne, Langlais, Alain, Messiaen, etc. (Student should be able to do some transposing, modulating, score reading, accompanying, and improvising.) **2 hours each semester,** with an examination before a committee.

104, 105, 106, 107—Preparatory Piano Class piano instruction for students majoring in music education or church music. Development of general technical principles; sight reading; pedal technic; scale technic; playing the principal chords in all keys, and harmonization of simple melodies using these chords; transposition; and score reading; playing by ear; playing of folk songs and hymns. **1 hour each semester,** or until able to pass the qualifying examination for 108 (or the proficiency examination).

108, 109, 208, 209—Piano Major and minor scales in various rhythms, broken chords in octave positions, and arpeggios in moderately rapid tempo. Selected etudes, Bach, Little Preludes and two-part inventions. Compositions corresponding in difficulty to Haydn Sonata No. 11 (Schirmer), Mozart Sonata in C major No. 8 (Schirmer) and F major, No. 13 (Schirmer). Selected movements from the easier Beethoven Sonatas. Some less difficult compositions by standard composers of the romantic and modern schools. The student should demonstrate his ability in sight reading, transposition, accompanying, and ensemble playing. **2 hours each semester,** or until able to pass the qualifying examination for upper division standing. Prerequisite: Piano 107.

308, 309, 408, 409—Piano The principles of tone production and velocity and their application to scales and arpeggios. Selected etudes. Bach: some three-part Inventions, Preludes and Fugues from the Well-Tempered Clavichord and suites. Compositions of the following grades of difficulty: Mozart—Sonatas, Fantasias, and Concerti; Beethoven—Sonatas or movements from Sonatas such as C minor, Op. 10, No. 2; D minor, Op. 31, No. 2; Op. 13; Chopin—Etudes, Nocturnes, Polonaises; Brahms—Intermezzi, Capriccii; Schumann—Novellett in F, Fashingsschwank. Compositions by American and foreign composers such as MacDowell, Grieg, Debussy, Rachmanininoff, Tcherepnine, Shostakovitch, Bartok, Stravinsky, Ravel, Poulenc, Copland, Ives and others. The student must have a well-balanced repertoire comprising compositions of baroque, classic, romantic and modern composers. It is urged that the degree candidate have considerable experience in advanced sight-reading, transposition, accompanying, and ensemble playing. **2 hours each semester**

String and Percussion Instruments

110, 111—Preparatory Violin Fundamentals of violin technic. Major and minor scales. Technical development through the first five positions. Solo pieces, easy concertos and sonatas. **1 hour each semester**

112, 113, 212, 213—Violin Major and minor scales; studies of Kreutzer, Mazas, Dont, and Sevcik; sonatas by Corelli, Tartini, Handel, LeClair; concertos by Accolay, Rode, and Beriot; program pieces of corresponding difficulty. An examination is required each semester. **2 hours each semester,** or until able to pass the qualifying examination for upper division standing. Prerequisite: Violin 111.

312, 313, 412, 413—Violin Student should show an adequate technical grounding in scales, bowing and phrasing to perform sonatas by Mozart, Beethoven, and Grieg; concertos by Mozart, Bruch or Mendelssohn; solo pieces of equal difficulty. **2 hours each semester.** Before graduation the candidate must participate in a senior recital.

120, 121, 220, 221—Violoncello Duport and Kreutzer Etudes; Popper, High School Etudes Books I and II, Romberg Concerto No. 4; Grutzmacher Hungarian Phantasie; Goltermann Concerto in A minor; Corelli Sonata in D minor; Sommartini Sonata in G Major; Franchomme Caprices; Bach Suite in G Major; Popper Hungarian Rhapsody; D'Albert, Saint-Saens Concertos; Boellmann Variations; pieces from standard concert repertoire. An examination is required each semester. **2 hours each semester,** or until qualified to pass the qualifying examination for upper division standing.

166, 167—Preparatory Percussion Proper gripping of sticks and mallets for technical development and control through standard rudiments, scales, melodies, articulation, intervals and tuning will be emphasized. Literature and methods will include: Stone, Magadini, Lepak/Friese and Goldenberg. **1 hour each semester**

168, 169, 268, 269—Percussion Studies by Goldenberg, Musser, Stone, Morales, Chapin, Goodman, Morello and Abel will be utilized. Emphasis will be placed on reading and interpretational skills for Snare drum, Timpani, Xylophone, Marimba, Multi-Percussion, Vibraphone, Drum Set, Latin Percussion and accessories. Will also include study in the proper playing of Cymbals and Gongs. Study of solo, orchestral and ensemble literature of major periods in music will include Twentieth Century works. Timpani study will include music for two, three, four and five kettledrums. Marimba study will include four octaves, major and minor scales, arpeggios, and broken chords, and stress proper sticking, grips, and a high level of control with two, three, and four mallets. Attention will be given to sight reading for all instruments. Prerequisite: Percussion 167. **2 hours each semester**

Voice

170, 171—Preparatory Voice Class study incorporating "Fundamentals of Voice Building," Larsen; "Expressive Singing," Christy; and supplementary lectures. Vocalises such as Thirty-six Vocalises, Sieber; diaphragmatic breathing; intonation, vowel and consonant formation; sight reading; scales; hymns; the simpler English and American songs. **1 hour.**

An examination is required each semester.

Entrance requirements for majors: To enter the four-year course in voice the student should have completed the equivalent of Voice 171.

172, 173, 272, 273—Voice Elements of voice culture; correct breath management; throat freedom through correct approach to vowels and consonants; rhythm, intervals, scales, arpeggios; stage deportment; Sieber, Vaccai; songs in English and Italian, German Lieder and classical arias. An examination is required each semester. **2 hours each semester,** or until able to pass the qualifying examination for upper division standing. Prerequisite: Voice 171.

174, 175 Class instruction. Course work same as described in previous paragraph for 172, 173, 272, 273. **Two hours each semester**

372, 373, 472, 473—Voice Continued technical development, the sustained tone of Italian bel canto, ornamentation, the laws of interpretation, tone color; correct pronunciation, enunciation and articulation; advanced vocalises such as Panofka and Marchesi; operatic and oratorio recitatives and arias; modern Italian, German, French, English and American songs. **2 hours each semester,** and until approved for senior recital. The candidate for graduation must present a recital of literature of the major periods, in the original language, showing an understanding of the various contrasting styles.

Woodwind Instruments

134, 135—Preparatory Clarinet Klose Method: Magnani Method, Parts I and II. Production of tone, breathing, articulation. Scale studies and arpeggios. Albert, Scale Studies. Rose, Thirty-two Studies. Elementary Solos to more advanced in Grade 4. Klose, Twenty Characteristic Studies, Fifteen Duets. One solo to be memorized each semester. **1 hour**

Entrance requirements for majors: To enter the four-year course in clarinet the student should have completed the equivalent of Music 135.

136, 137, 236, 237—Clarinet Rose: Forty Studies; Langenus: Virtuoso Studies and Scale Studies. Solos such as Weber's Concertino, Fantasy and Rondo. One solo to be memorized each semester. **Two hours each semester,** or until able to pass the qualifying examination for upper division standing. Prerequisite: Clarinet 135.

336, 337, 436, 437—Clarinet Rose: Twenty Studies after Rade; Jeanjean: Twenty-five Studies; Perrier: Thirty Studies after Bach, Handel, Dont, etc.; Orchestra studies; Weber: Concerti. One solo and hymn to be memorized each semester. **2 hours each semester.** Before graduation, the candidate must participate in a Senior Recital.

126, 127—Preparatory Flute Long tones, major and minor scales, simple to difficult articulations. Hickok, Flute Fun. Chromatic scales, broken arpeggios, Wagner, Foundation to Flute Playing; Easy solos such as: Hahn, Transcriptions for flute; Popp-Sousman, Method for Flute; Marquarre, Studies; Kohler, Etudes I and II. Sonatas by Handel. One solo to be memorized each semester. **1 hour each semester**

130, 131—Preparatory Oboe Posture, breathing, embouchure, long tones, and production of dynamics. Simple melodies and chorales, Barrett, Exercises in Articulation. Major and minor scales. Beginning reed making. Barrett, Exercises in Articulation and Progressive Melodies. Eight solos from Labate, Oboe Repertoire. Gekeles, Methods for Oboe. 1 solo to be memorized each semester. **1 hour each semester**

142, 143—Preparatory Bassoon Embouchure, attack, dynamics, scale studies, breath control, articulation, intervals and alternate fingerings. Studies by Weissenhorn. Reed-making. Simple melodies through more advanced solos. Exercises in tenor clef, all major and minor scales, arpeggios, and broken chords. Milde, Studies. Weissenhorn, Duets; Boyd, Famous Melodies for Bassoon. 1 solo is to be memorized each semester. **1 hour each semester**

Brass Instruments

150, 151—Preparatory Trumpet Basic embouchure, breath control, tonguing, slur, dynamics, development of a two octave range, alternate fingering, scales. Arpeggios, phrasing; simple melodies through more advanced solos, one to be memorized each semester. **1 hour each semester**

Entrance requirement for majors: To enter the four-year course in trumpet the student should have completed the equivalent of Music 151.

152, 153, 252, 253—Trumpet Arban, St. Jacome—Studies by Williams, Duhem, Clarke. All arpeggios and broken chords, M.M. 100 in quarter notes, as in Arban. All minor scales at 4/4 M.M. quarter note=50 in eighth notes. Major scales at 4/4 M.M. quarter in 16th notes. Single, double and triple tonguing. Amsden's Celebrated Duets. 1 solo each from the Classical repertoire and Romantic to Modern repertoire memorized each semester. Suggested solos: Concert Fantasie, Chords; Petite Piece Concertante, Balay; Etude de Concours, Potit. Scales will be requested by Examining Committee for performance according to above requirements. Scales to be played 1, 2 or 3 octaves, as the compass of the instrument will

permit. **2 hours each semester,** or until able to pass the qualifying examination for upper division standing. Prerequisite: Trumpet 151.

352, 353, 452, 453—Trumpet Arban, St. Jacome's. Major scales 4/4 quarter=96 in 16th notes. Minor scales 4/4 quarter= 50 in 16th notes. Arpeggios and broken chords at 100 in quarter note as in Arban. Intro. to Williams Transposition Studies. Single, double, and triple tonguing intensified study. Arban Characteristic Etudes. Amsden and Arban Duets. Suggested solos: Introduction and Scherzo, Goyens; Lides of Schumann, Brahms, Schubert. 1 solo each from classical and later repertoires memorized each semester. Scales will be requested by the examiners as per above requirements. Scales to be played on 2, or 3 octaves, as the compass of the instrument will permit. **2 hours each semester.** Before graduation, the candidate must participate in a Senior Recital.

154, 155—Preparatory Trombone Intro. to the technique and basic fundamentals of trombone playing. Müller, Arban Edwards-Honey, Clarke Methods, Buchtel, 1st Book of Trombone Solos. Studies by Cimera and Honey. Supplementary studies by Endresen. All scales, arpeggios, broken chords. Solo repertoire to include: Gioddani. Caro Mio Ben; Tchaikowsky, Valse Melancholique. Donizetti, Romanza. 1 solo to be memorized each semester. **1 hour each semester**

Entrance requirements for majors: To enter the four-year course in trombone the student should have completed the equivalent of Music 155.

156, 157, 256, 257—Trombone Arban, Endresen, and Cimera studies; special studies for legato, articulation, flexibility, and control. Solos recommended: Chords, Concert Fantasie; Solo de Concours, Croce and Spinelli; Martin, Elegie; Bohme, Liebeslied. 1 solo to be memorized each semester. Scales to be played 1, 2 or 3 octaves, as the compass of the instrument will permit. **2 hours each semester,** or until able to pass the qualifying examination for upper division standing. Prerequisite: Trombone 155.

356, 357, 456, 457—Trombone Arban, Book II. Kopprasch, Book I. Studies in transposition and clef reading. Solos such as Rousseau, Piece Concertante; Blazenich, Concert Piece, No. 5; Grofe, Grande Concerto. 1 solo to be memorized each semester. **2 hours each semester.** Before graduation, the candidate must participate in a Senior Recital.

146, 147—Preparatory Horn Basic fundamentals of embouchure, tone, breathing, use of tongue, and articulation. Pottag-Honey method for Horn. Primary studies for horn, including solos, duets and trios, Horner. All scales and arpeggios; double tonguing; muting; transposition. Concone vocalises. Horner studies. Solos by Kaufman, Boyd, Gounod and Brahms. Kopprasch, Book I. 1 solo to be memorized each semester. **1 hour each semester**

Entrance requirements for majors: To enter the four-year course in horn the student should have completed the equivalent of Music 147.

148, 149, 248, 249—Horn Kopprasch studies, Book II. Special studies for flexibility, range, sonority, attack and control. Transposition, clef reading and muting. Solos such as Wiedeman, Nocturne; Mendelssohn, Nocturne from Midsummer Night's Dream; Bloch, Chant d'Amour; Beethoven, Adagio Cantabile. 1 solo to be memorized each semester. **2 hours each semester,** or until able to pass the qualifying examination for upper division standing. Prerequisite: Music 147.

348, 349, 448, 449—Horn Horn passages from Orchestral works, Pottag; Mozart, Concerto for Horn in D Major, No. 1; Haleny-Gault, Romance from L'Eclaire; Mozart Concerto No. 3 in E-flat; Strauss, Concerto for Horn, Op. 11. Execution of lip trill; double and triple tonguing. Schantl, Book IV or equivalent. 1 solo to be memorized each semester. **2 hours each semester.** Before graduation, the candidate must participate in a Senior Recital.

Recitals

395—Junior Recital A well-balanced program of representative works from the baroque, classical, romantic, and modern repertoire to be performed in public by memory. **1 hour**

495—Senior Recital A program similar in nature to the junior recital but demonstrating a broader grasp of repertoire and technique. **1 hour**

Church Music—24

275—Elementary Conducting Fundamental technic of the baton; chord and instrumental music conducted in laboratory situation. For music majors and minors. **2 hours**

276—Elementary Conducting The conducting of assembly singing and hymns. For non-music majors and minors. **2 hours**

377—Music in Worship The functions of music in Christian worship; problems in church music administration; study of forms of service of the various Christian churches, with emphasis upon the place of hymns in worship. A brief historical survey of the development of hymnology and a thorough analysis of the Nazarene Hymnal. **2 hours**

378—Choral Literature and Conducting History of the English anthem from the reformation to the present, with special emphasis upon Tudor style and literature. A study of the development of the cantata and oratorio forms, with special emphasis given to representative works from various periods. Prerequisite: Music 273 **2 hours**

379—Music in the Church Service The selection of organ, choir and hymn repertoire appropriate to the church season. The study and practice of methods to attain unity in the church service. **2 hours**

477—Hymnology The content of Christian faith as expressed in its hymns, and the nature and significance of the hymn tunes. **2 hours**

478—History of Church Music The development of the music and liturgy of the church from ancient times to the present, with emphasis upon organ, choir, and congregational music. **2 hours**

479—Seminar in Church Music Development of an approved project on some phase of church music, such as hymnology, liturgy, choral music, organ literature, or philosophy of church music. **2 hours**

Music Education—25

180—Percussion Instrument Class Study and development of fundamental skills needed for teaching percussion in a school setting. Time is provided for projects in writing for total percussion, stressing the use of orchestral percussion, their acoustical features and standard usage of the total family of percussion instruments with concentration given to Snare drum, Marimba, Timpani, Latin Percussion, Marching Percussion, and accessoreis. **1 hour**

280—String Instrument Class Study of violin, viola, 'cello, bass. Correct fingering, bowing, positions. Methods and materials for school classes. **2 hours**

366—Music Activities for the Elementary School An introductory course for general elementary education majors. It is an activities approach to music education stressing singing, playing, listening, creating, and moving, with a special unit on music fundamentals. **3 hours**

380—Woodwind Instrument Class Study of clarinet, flute, oboe, bassoon. Correct fingering, tonguing, breathing, intonation. Various types and development of embouchure. Various approaches to technical difficulties and development of technic. Methods and materials for school classes. **2 hours**

381—Brass Instrument Class A study of the fundamental theory of brass instruments and correct embouchure. The development of the ability to play one brass instrument acceptably, and a familiarity with the special technics of the other instruments. **2 hours**

454—Secondary Music Methods A study in the philosophy, objectives, materials, and methods of presenting the music program in the secondary schools. Attention will be given to the instrumental, choral, and general music program. Prerequisite: Educ. 249, 250—Ed. and Developmental Psychology. **2 hours**

462—Elementary School Music Methods An orientation course to assist the student in formulating a philosophy of music education and to acquaint him with current materials and practices in elementary school music teaching. For music majors. Prerequisite: Educ. 249, 250—Ed. and Developmental Psychology. **2 hours**

481—Instrumental Literature and Conducting Organization and development of the school orchestra and band with study of the literature and advanced principles of conducting for school use. Students will be given actual experiences in conducting assigned selections with the orchestra and band. Prerequisite: Music 275. **2 hours**

485—Supervised Student Teaching—all grades (music) Experience, observation, participation, and teaching in kindergarten to 12th grades. **8-9 hours**

Music Literature and History—26

180—188, 380—388—Ensemble The music department has nine ensembles in which students of any department may participate after qualifying by try-out. Four semester hours of credit may be counted toward any degree. Music majors are expected to participate in at least one ensemble each semester. Choral Union is required of all music majors each semester, and of music minors each semester they are enrolled for applied work.

Freshmen and sophomores will enroll in the ensemble course under the 180-88 series of numbers. Juniors and seniors will enroll under the upper division numbers 380-88.

Choral Union, Brass Choir and Handbell Choir are ½ hour credit each semester. The others are 1 hour credit each semester.

180, 380—Brass Choir
181, 381—College Orchestra
182, 382—Concert Singers
183, 383—Choral Union
184, 384—Orpheus Choir
185, 385—Handbell Choir
186, 386—Treble Clef Choir

187, 387—Viking Male Chorus
188, 388—Concert Band

190—Introduction to Musical Literature A non-technical course to develop intelligent listening and to familiarize the student with standard musical works. The course includes a study of the materials and structure of music and of vocal and instrumental forms from the various periods of music history. **2 hours**

300—Organ Literature This course includes a survey of organ literature from the Renaissance through 20th century compositions. Emphasis is placed on stylistic differences in each period and registration commonly associated with each type of composition. A study of the organ of different countries and periods for which the literature was composed is included. **2 hours**

301—Organ Pedagogy Different methods of technique training, choice of registration for different styles of literature, and source materials for various levels of organ training are included. The student will be given practical experience in coaching an organ student under the guidance of an organ faculty member. **2 hours**

304—Piano Literature A survey of the historical, stylistic, and formal aspects of piano literature from 1700 to the present. **2 hours**

305—Piano Pedagogy A survey of methods and materials available for teaching individuals and classes of both children and adults, and a study of technical teaching principles. **2 hours**

334—Clarinet Pedagogy and Literature Various pedagogical problems and their solutions will be systematically considered. Also an in-depth survey of clarinet literature will be undertaken with emphasis on method books and studies as well as solo and chamber works. **2 hours**

354—Trombone Pedagogy and Literature A survey of solo and ensemble materials ranging from easy to difficult suitable for developing skills of trombone performance; and a study of methods of teaching trombone both in the private studio and in the public schools, with an emphasis on preparation for recital performance. **2 hours**

370—Voice Literature and Pedagogy The study of vocal literature will include songs from the major periods of music history beginning with the Baroque; methods of vocal production will be examined in order to give the student an over-view of approaches to the singing art. **2 hours**

390, 391—Survey of History and Literature of Music The history of music from the ancient Greeks to the present. The first semester will deal with the period of the Greeks to Bach and Handel, and the second will continue to music of our time. Emphasis is given to an acquaintance with representative musical works and style, and to the understanding of musical concepts in the light of their historical background. Prerequisite: Music 190. **3 hours each semester**

Music Theory—27

191—Basic Theory A fundamental music theory course covering principles of melody writing, rhythm and meter, and of major and minor scales. Writing, singing and playing of all intervals and triads. Development of a basic musical vocabulary. (Students must be enrolled concurrently in piano.) **2 hours**

192, 193—Music Theory A correlated course of study in written and aural theory. Melodic, harmonic dictation, and music reading. Elementary work in keyboard harmony, part writing, harmonization, and original composition. (Students must be enrolled currently in piano.) **4 hours each semester**

292, 293—Music Theory More advanced work in harmonic dictation, and music reading. Keyboard harmony, part writing, harmonization. Original composition. Study of non-harmonic tones, secondary seventh chords, ninth chords, altered and augmented sixth chords. Diatonic and chromatic modulations. Harmonic analysis. Emphasis on the Bach chorale technic. (Students must be enrolled concurrently in piano.) **4 hours each semester**

392, 393—Analytical Technique An analytical study of the development of form and style through representative literature; modal and polyphonic music; the sonata form and its development; music of the nineteenth century; analysis of the idioms, forms and styles of composers of the twentieth century. **2 hours each semester**

494—Instrumentation Range and transposition of the instruments of the orchestra; timbres of instruments individually and in combination; arranging for small groups and for full orchestras. Emphasis will be placed on arranging for school orchestras, with limited instrumentation and players of moderate ability. **3 hours**

Dr. David Kale endeavors to communicate with members of a speech class.

Division of Languages and Literature

English Language—32
Foreign Languages—33
Speech Communication—34

David Kale, Chairman

The Division includes the Departments of English Language and Literature, Foreign Languages and Literature, and Speech Communication.

The aims of instruction are detailed in each department but in general include the following: (a) to provide training in the effective use of the English language, both written and spoken; (b) to enlarge the cultural background of the student through the study of literature, and through an acquaintance with at least one foreign language; (c) to provide experience in the interpretation of literary masterpieces of the past and present, relating them to the social, religious, and political ideals of the peoples involved; (d) to develop an appreciation and love for the true and the beautiful in verbal expression, that a life of richer significance may be achieved through self-expression, emotional release, and creative activity; (e) to inculcate a taste for wholesome reading and other literary activities, and to develop standards by which the student may be enabled to evaluate the relative merits of that which he reads and hears.

English Language and Literature—32

G. Streit, H. Engbrecht, L. Finger, W. Foote, G. Jorden, R. Moore, L. Phillips, L. Windoffer

The English Department seeks to acquaint the student with literary masterpieces in a variety of genres; to cultivate his sincere appreciation of the best that man has thought and written; to familiarize him with the development of his language, with linguistic processes, and with current, national, reputable usage; to develop his critical and analytical powers; and to assist him in the development of clear, effective verbal communication.

An English laboratory is maintained to aid students deficient in their English usage. Assistance is offered in grammar, spelling, and vocabulary according to individual needs. This service is available at no extra charge to all students requesting it; others may be referred on the basis of test results of sub-standard work. A developmental reading program is available at a very nominal cost.

Major: 24 hours (exclusive of Freshman Composition and Teaching Methods)

Required:

Literature 225—English Literature
226-18th Century English Literature
327—19th Century English Literature

353, 354—Survey of American Literature
Supporting Courses: Speech—3 hours; Philosophy—3 hours

Teaching Major: 32 hours (inclusive of Freshman Composition)

Required:

Literature 225—English Literature
226—18th Century English Literature
327—19th Century English Literature
328—Advanced Composition
353—Survey of American Literature
354—Survey of American Literature
375—Introduction to Linguistic Science
479—Shakespeare

Supporting Courses: Speech, 3 hours; Philosophy, 3 hours; and the Professional Education Sequence including Eng. 476—Teaching of English.

Minor: 12 hours (exclusive of Freshman Composition)

Required:

Lit. 225—English Literature
or 226—18th Century English Literature;
353—Survey of American Literature
or 354—Survey of American Literature

Recommended for additional hours:
Lit. 327—19th Century English Literature
385—The American Short Story
479—Shakespeare

Teaching Minor: 24 hours (inclusive of Freshman Composition)

Required:

Lit. 225—English Literature
or 226—18th Century English Literature
327—19th Century English Literature
353—Survey of American Literature
or 354—Survey of American Literature,
328—Advanced Composition
or 375—Introduction to Linguistic Science

Six hours of electives.

Composition and Methods

103, 104—Freshman Composition The purpose of the course is to develop proficiency in communicating ideas and to promote critical and creative thinking in the use of words, sentences and paragraphs. A research paper is required. **3 hours each semester.**

107—Honors English Course An advanced section of Freshman Composition. Admission is based on a student's CLEP score in English of 480 or above, or an ACT English score of 24 or above. Those who pass this course with a grade of A or B are exempted from English 104—Freshman Composition. **3 hours**

241—Introduction to Journalism An introduction to journalistic style, types of news stories, headlines, techniques of editing and copyreading, and layout. Students will complete writing assignments for the campus newspaper. **3 hours**

245—Magazine and Feature Article Writing A study of various magazine formats and non-fiction article types will precede intensive feature article writing assignments. Students will be required to submit their article for publication in various markets. **3 hours**

328—Advanced Composition Principles of and practice in the writing and evaluation of expository prose. Designed for teachers of English at the secondary level, but useful for any student wanting to improve his skill. **3 hours**

340—Editing and Production Production methods such as selecting and editing articles, proofreading, laying out copy, planning photography, cropping pictures, choosing printing processes, and operating production machinery will be studied in a lab situation. Students will assist campus publications in regular projects. **3 hours**

342—College Publications Academic credit will be given to students who are regular staff members of the campus newspaper or yearbook. A log book of activities kept by the student will be reviewed periodically by a college supervisor. This credit may not be earned more than twice. **1 hour**

358—Creative Writing While the emphasis is upon the writing of prose, fiction and poetry, other creative efforts will be allowed. Attention is given to technique. Students need not have written extensively for admission to this course. **3 hours**

375—Introduction to Linguistic Science A thorough study of structural grammar and a brief glimpse of the theory and practice of transformational grammar. **3 hours**

476—The Teaching of English in the Secondary School A collection and organization of materials of instruction, unit method of teaching as well as the testing of the results of instruction

with emphasis on the writing of behavioral objectives and analysis of problems in the teaching of high school English. **3 hours**

487—Journalism Practicum Upper division students will complete an off-campus field experience in cooperation with local publications and under the supervision of a publication staff member. Periodic evaluations of the student's performance will be made by the college supervisor. **6 hours**

Literature

109—Introduction to Prose Designed to provide an exposure to representative types of prose with special study of literary devices, techniques, and conventions. **2 hours**

110—Introduction to Poetry A survey course in poetry appreciation enabling students to discover the form and function of poetry, and how a poem is made as the poet communicates experience through the senses, emotion, and imagination. **2 hours**

111—Introduction to Drama A panorama of the development of drama in the West and a history of the way in which the dramatists have adapted and utilized the resources of the play. **2 hours**

225—English Literature: Beginning through 17th Century A study of the development of English literature from its beginnings to 1660 majoring on some unknown medieval writers, Chaucer, Donne, and Milton. **3 hours**

226—18th Century English Literature A critical study of English literature of the Restoration period and the 18th century within the context of the general cultural movements of the period with emphasis on Dryden, Defoe, Addison and Steele, Pope, Swift, Thomson, Gray, Johnson, Goldsmith, Gibbon, Burns and Blake. **3 hours**

327—19th Century English Literature A survey of some major English poets and essayists of the Romantic and Victorian periods with emphasis given to Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning. Evaluation and comparison of this period with the preceding and succeeding ones. Pre-requisite 3 hours of literature. **3 hours**

353—Survey of American Literature A survey of the writings of the colonists, the neoclassicists and the romanticists with emphasis on Bradford, Taylor, Edwards, Franklin, Paine, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman. **3 hours**

354—Survey of American Literature A survey of the prose and poetry of the late 19th and 20th centuries. **3 hours**

363—Greek and Roman Classics A study, through the best English translations, of ancient Greek and Roman literary masterpieces with emphasis on such authors as Homer, Virgil, Horace, and the Greek and Roman dramatists with emphasis on parallels from later European literatures, and Greek and Roman influence in western culture. **3 hours**

364—Literature of Continental Europe A comparative study of classics — 1600 to the present in such countries as France, Germany, Russia, and Czechoslovakia. **3 hours**

385—The American Short Story A study of the development of the American short story as a distinct genre—from Irving, Hawthorne and Poe to such contemporaries as Welty, Updike, and Shaw. **3 hours**

479—Shakespeare A survey course of selected plays of Shakespeare. A study of his comedies, histories and tragedies tracing Shakespeare's development and maturity as a dramatist. **3 hours**

480—The English Novel A critical study of British novels with emphasis on those of Austen, the Brontes, Dickens, Eliot, Hardy, Conrad, and Lawrence. **3 hours**

481—The American Novel A critical study of representative novels by such outstanding American writers as Hawthorne, Melville, James, Crane, Dreiser, Fitzgerald, Hemingway, Faulkner, Steinbeck, Warren, and Wolfe. **3 hours**

494—Readings in Literature 1 to 3 hours

Language students visit Spain during January term, 1978.

Foreign Languages and Literature—33

M. Wills, A. Lilienthal, H. Engbrecht, George Lyons, Vicki Trylong, W. Woodruff

The programs leading to the Bachelor of Arts degree with a major in Romance Languages are designed to develop in the student an ability to comprehend, speak, read, and write the language. A major objective of the department is to prepare those who expect to teach a modern foreign language at the secondary school level.

Students with one year or less of foreign language credit on the junior high or senior high levels will meet the foreign language requirements on the A.B. degree by successfully completing Level I, (a) and (b) in the language of their choice. Courses numbered 101, 111, 121, 131 and 141, may not be taken for credit by a student with two years or more of high school credit in that language. If he feels deficient he may audit these courses. Upon completion of the Intermediate level course with a minimum grade of "C" the student may petition for five hours of credit for Level I (a) in the same language.

A student with three or more years of high school credit in a language who desires to complete a major or a teaching minor in that language may petition for 10 hours of credit in lieu of Level I (a) and (b) upon successful completion of two courses in Level II of the same language.

Major (Romance Languages—French and Spanish); 30 Hours Upper Division

Required: 20 hours upper division courses in language of primary interest, and 10 hours upper division courses in a second language.

Must be supported by 8 hours from:

English 109—Introduction to Prose
110—Introduction to Poetry
111—Introduction to Drama
363—Greek and Roman Classics
364—Literature of Continental Europe
History 356—Europe, 1914 to Present
363—Latin American History
Pol. Sci. 365—World Politics
Speech 101—Fundamentals of Speech
Phil. 141—Beginning Philosophical Systems
241—Logic: Rules of Correct Thinking
351—Ancient and Medieval Philosophy
352—History of Modern Philosophy
Sociology 364—Anthropology
Eng. 375—Introduction to Linguistics (is recommended).

Teaching Major (Romance Languages): Same as the non-teaching major above plus the Professional Education Sequence including Lang. 469.—Teaching of Modern Languages.

Teaching Minor (French, German, Spanish): 20 Hours

Required: Level I a and b, Level II a and b. Must be 20 hours of college language.

Minor (French, German, Spanish): 20 hours

Required: Level I a and b, Level II a and b. May be reduced by 5 hours for 2 years of same language taken in high school.

Minor (Greek): 16 Hours

Required: 131, 132 and 6 hours of upper division courses.

General Courses

375—Introduction to Linguistic Science (Same as English 375). **3 hours**

469—The Teaching of Modern Languages A methods course dealing with language learning and teaching applied to French, German, and Spanish. Required of majors who plan to teach. Prerequisite: Education 351 and Level II in the language sequence. **2 hours**

French

101—Level I (a). Elementary French A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. 4 hours recitation, 2 hours laboratory. **5 hours**

102—Level I (b). Intermediate French A continuation of French 101 with additional emphasis on reading. 4 hours recitation, 2 hours laboratory. **5 hours**

301—Level II (a). Grammar Review Grammar review, aural comprehension, conversation, reading. Prerequisite: French 102 or 3-4 years of high school French. **5 hours**

302—Level II (b). French Culture and Civilization A survey of French life and French institutions. Intended as a background for literary studies and as a preparation for teaching French. Prerequisite: French 301. **5 hours**

351—Level III (a). French Literature to 1800 A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Level II. **5 hours**

352—Level III (b). French Literature 1800 to the Present A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Level III (a). **5 hours**

473—Programmed French Phonetics A systematic study of the sounds and sound patterns of French. Oral practice. Interpretive readings in prose and poetry. Analysis and correction of the student's pronunciation with special attention to the problems of teachers. Prerequisite: Level II. **2 hours**

475—Advanced Readings in French Literature A special-topics course which may be repeated for credit. The study of a specific author or authors, literary movements, or genres (classicism, 18th century, romanticism, realism, naturalism, modern drama, contemporary novel, etc.) Prerequisite: Level III (a). **2 or 3 hours**

Spanish

111—Level I (a) Elementary Spanish A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. **5 hours credit**

112—Level I (b) Intermediate Spanish An intermediate level course which is a continuation of Spanish 111 with an additional emphasis on reading. **5 hours credit**

311—Level II (a) Grammar Review Grammar review, aural comprehension, conversation, reading. Prerequisite: Spanish 112 or 3-4 years of high school Spanish. **5 hours**

312—Level II (b) Spanish and Spanish-American Culture and Civilization A survey of Spanish life and Spanish institutions intended as a background for literary studies and as a preparation for teaching Spanish. Prerequisite: Spanish 311. **5 hours**

341—Advanced Communication in Spanish This is a course designed to give intensive practice in communicating in the foreign language. The course provides opportunities to improve listening, speaking and writing abilities. Some attention is given to commercial Spanish. Prerequisite: Spanish Level II. **2 hours**

361—Level III (a) Spanish Literature Spanish literature from *Poema del Cid* to the present. Major emphasis on literature of the Golden Age and the nineteenth century. A survey course which includes a history of the literature and the reading of selected works representative of the various periods. Prerequisite: Spanish Level II. **3 hours**

362—Level III (b) Spanish American Literature Spanish-American literature from the Conquistadores to the present. A survey course which includes a history of Spanish-American literature and the reading of selected works representative of the various periods. Prerequisite: Spanish 361. **3 hours**

483—Pronunciation, Diction, and Speech Patterns A systematic study of the sounds and sound patterns of Spanish. Oral practice. Interpretive reading in prose and poetry, emphasis on articulation and intonation. Analysis and correction of the student's pronunciation with special attention to the problems of teachers. Prerequisite: Level II. **2 hours**

485—Advanced Readings in Spanish and Spanish American Literature A directed study course which may be repeated for credit. The study of a specific author or authors, literary movements or genres (romanticism, realism, modernism, Golden Age drama, modern drama, contemporary novel, novel of the Mexican Revolution, etc.). Prerequisite: Level III. **2 or 3 hours**

German

121—Level I (a) Elementary German A comprehensive elementary course which includes grammar, pronunciation, oral and written composition and reading. **5 hours**

122—Level I (b) Intermediate German An intermediate level course which is a continuation of German 121 with additional emphasis on reading. **5 hours**

321—Level II (a) Grammar Review Grammar review, aural comprehension, conversation, reading. Prerequisite: German 122 or 3-4 years of high school German. **5 hours**

322—Level II (b) German Culture and Civilization A survey of German life and German institutions intended as a background for literary studies and as a preparation for teaching German. Prerequisite German 321. **5 hours**

Greek

131—Elementary Greek A comprehensive course, including grammar, pronunciation, vocabulary study, and the reading and writing of Greek sentences. Some attention may be given to memorable passages from the Greek New Testament. **5 hours**

132—Intermediate Greek A continuation of Greek 131 with greater emphasis on reading. A considerable portion of the gospel of John will be read in this course. **5 hours**

331, 332—Rapid Reading of the Greek New Testament After a brief review of the essentials, extensive portions of the Gospels and the Acts will be read in the first semester. In the second semester the Epistle to the Galatians and selections from several of the other Pauline Epistles will be read, with some attention to the principles of sound exegesis from the Greek text. **3 hours both semesters**

Speech Communication—34

D. Kale

The courses in the Department of Speech Communication have three objectives as follows: 1) The training of students in the field of Speech covering both the scientific and the artistic aspects; 2) The development of skill in expression which will better equip the individual for a place of leadership, and 3) the preparation of specially qualified students in the field of Speech Communication.

Major: 27 to 30 hours

Required:

Speech 201—Communicating Christ to the Modern World
221—Mass Media and Society
354—Communication Theory
359—Persuasion

In addition, the student must complete one of the following options:

Option A—Speech Communication

Speech 101—Fundamentals of Speech
222—Psychology of Human Communication
350—Cross-Cultural Communication
353—Nonverbal Communication
356—Interviewing & Small Group Processes

Option B—Broadcasting

Speech 177, 178, 377, 378—Communications Workshop
371—Radio & T.V. Production
372—Broadcast Writing
373—Station Management
487—Broadcasting Practicum

Option C—Journalism

English 241—Journalism
245—Magazine & Feature Article Writing
340—Editing & Production
358—Creative Writing
487—Journalism Practicum

Required supporting courses:

English 375—Linguistics
Psychology 321—Social Psychology
Sociology 364—Anthropology

Teaching Minor: 21 hours as approved by the Chairman of Department

Non-Teaching Minor: 15 hours as approved by the Chairman of Department

Speech Communication

101—Fundamentals of Speech A course designed to develop an understanding of the basic fundamentals of speech and communication. This course is a prerequisite to all other speech courses, but does not count toward a major or minor in speech. **3 hours**

104—Parliamentary Law The study and practice of parliamentary procedure. **1 hour**

201—Communicating Christ to the Modern World Principles of inductive Bible study, basic concepts of the Christian faith and principles of communication will be merged in this course with the express purpose of helping the student integrate the Christian faith with the discipline of communication. **3 hours**

221—Mass Media and Society The basic aim of this course is to examine the impact of the mass media on various aspects of society. Topics to be considered will be television violence, the effects of television on children, educational media and others. **3 hours**

222—Psychology of Human Communication The purpose of this course is to provide a broad survey of several psychological factors affecting human communication. Topics such as selective perception, labeling, and nonverbal communication will be among those considered. Prerequisite: Sp. 101. **3 hours**

350—Cross-cultural Communication Similarities and differences of communication patterns across cultures is the focus of this course. Of particular concern will be communication rituals, nonverbal signals and communication patterns of cultural groups in the United States. **3 hours**

352—Advanced Public Speaking The course is planned to aid students with an interest in general speaking. It combines theory with practice. Speeches are full length, and emphasis is heavy on content and organization. Class evaluation and criticism is encouraged. Prerequisite: Sp. 351. **3 hours**

353—Nonverbal Communication The purpose of this course is to examine the function of nonverbal factors in interpersonal communication. Kinesics, oculesics and proxemics will be

among the topics considered in the course. **3 hours**

354—Communication Theory A study of communication modules and their application to interpersonal communication and public speaking. Problems of miscommunication will be investigated. **3 hours**

356—Interviewing & Small Group Processes A study of the principles of interpersonal communication and group dynamics. Attention is given to the responsibilities of group members and leaders as well as to various group discussion formats (problem solving, creative thinking, decision making, panels, forums, etc.) **3 hours**

359—Persuasion Psychological aspects of speech; nature and methods of attention, suggestion, motivation, and identification; influencing group opinion and action. **3 hours**

466—Practicum 2 hours

Broadcasting

177, 178, 377, 378—Communications Workshop (Same as Fine Arts 177, 178, 377, 378). **1 hour each semester**

371—Radio and TV Production The college television studio and the radio station will be the primary classrooms for this course in radio and television production. The concepts and mechanics of production are the major topics to be covered in the course. **3 hours**

372—Broadcast Writing This course focuses on the principles of script writing for radio and television. Students will be provided with the opportunity to both analyze the strengths and weaknesses of scripts and produce scripts of their own. **3 hours**

373—Station Management Principles of management are applied to the radio and television station in this course. FCC regulations and broadcasting codes are significant topics to be covered in this course. **3 hours**

487—Broadcasting Practicum Each student enrolled in this course will be assigned to a local station for direct exposure to the everyday operation of the broadcasting industry. The course will be supervised by a person who is a staff member at the station. **6 hours**

Gary Griffin starts up a record at Olivet's own radio station WKOC which operates at 88.3 mhz in daily programs featuring "The Gentle Sound."

Prof. Ray H. Moore and Steven Vanciel are setting up a video program in the television studio in the Benner Library. Students from many departments come to the studio to record programs in color. Television programs may be linked to any of the classrooms on campus through a network of cables.

Dr. Max Reams directs geology students in shaping of polished rocks.

Division of Natural Sciences—41

Max Reams, Chairman

The Division of Natural Sciences includes the Departments of Biological Sciences, Chemistry, Earth and Space Sciences, Mathematics, and Physics.

The general purpose of the Division is to integrate the aims and the work of the various departments. The aim for each is not the acquisition of knowledge alone, but the developing of logical and orderly thinking habits. The objective is to acquaint the student with the scientific method as a means for arriving at the truth and to show that there is harmony between science and religion.

Further aims are given more in detail in the introduction for each department, together with requirements for majors in the various fields.

Interdisciplinary Major in the Physical Sciences

This major is offered providing emphases in such areas as Biophysics, Geophysics, Biochemistry, Geochemistry, Chemical Physics, Mathematical Physics, and Ecology, depending upon the student's interest.

Major (Bachelor of Arts):

Science and Mathematics Core:

General Chemistry	8 hours
General Physics	10 hours
Calculus I and II	8 hours
	26 hours

A minimum of 40-55 additional hours in science (may be part biological or math), with a minimum of 20 additional hours in one department. The curriculum would be tailor-made to fit the vocational-professional needs of the student and would be determined by a committee composed of representatives from each department involved (e.g., Biophysics—one person from Biology and one from Physics). In addition to these members who would be responsible for the details of an individual student's curriculum, the chairman from the represented departments and the divisional chairman would be *ex-officio* members of the committee.

Teaching Major (Bachelor of Arts):

An interdisciplinary teaching major in the physical sciences requires 20 hours in one physical science department above the Science and Mathematics core and 10 hours in another department of the Division of Natural Sciences above the core. The committee in this case must include a member of the Department of Education.

The plan of study proposed by this committee would then be presented to the entire division. Upon approval by the division the plan of study would then be presented to the Registrar and the Dean of the College for approval. Students preparing for teaching certification must take the Professional Education Sequence including Natural Science 477.

Major (Bachelor of Science):

The requirements for a B.S. in the Interdisciplinary program are the same as for the Bachelor of Arts, except for the following:

Science and Mathematics Core (in addition):

Computer Science	3 hours

A minimum of 46-63 additional hours in science (may be part biological or math), with a minimum of 24 additional hours in 1 department.

Teaching Major (Bachelor of Science):

A teaching major in the Interdisciplinary program requires 24 hours in one physical science department above the Science and Mathematics core and 10 hours in another department of the Division of Natural Sciences above the core, and the Professional Education sequence including N.S. 477.

Interdepartmental Teaching Minors

The division offers the following interdepartmental teaching minors:

General Science Teaching Minor (not open to Teaching Majors in Chemistry, Physics, or Biology)—24 hours

Required:

Biological Sciences
120—General Botany
121—General Zoology
241—Genetics

and electives from Chemistry, Physics, Earth and Space Sciences,
Nat. Sci. 121—Physical Geography

Three hours must be upper division.

Physical Science Teaching Minor: (not to include courses from the science major department): 24 hours

Two of the following are required:

Astronomy	7 hours
Chemistry	12 hours
Earth Science	8 hours
Physics	10 hours

Electives chosen from Nat. Sci. 121, Physical Geography, Chemistry, Physics, Earth and Space Sciences.

Engineering

There are three alternatives in engineering at Olivet. The first two years in each program is common allowing students to wait until their sophomore year to decide which track to follow.

Engineering Physics (B.S.) This 4 year program leads to the Bachelor of Science

degree and makes it possible for students to complete their degree at Olivet. The emphasis is on a strong broad science base with a minimum of 41 hours in Physics, 22 hours of Mathematics and 12 hours of Chemistry. In addition, there is emphasis placed on applied courses such as engineering graphics, machine shop, and computer science. One of the most important parts of the program is the junior-senior research course where students utilize their science and engineering skills to attack a real-life problem of their own choosing in consultation with Olivet faculty.

The Engineering Physics program provides excellent training for technical management positions in engineering and research industries.

3-2 Engineering (B.A.) This program which has been in existence since 1970 enables students to take their first three years in residence at Olivet. They then transfer to another university in order to complete their B.S. in their chosen engineering specialization. Upon completion of the degree at the approved engineering school, the student receives a Bachelor of Science from the University and a Bachelor of Arts in Engineering from Olivet.

This program offers a broader liberal arts background than most engineering programs while still providing the excellence in the specialized engineering field available at the large university.

Most engineering programs offered by the University of Illinois or by Purdue University are available to Olivet students through the 3-2 program.

2-2 Engineering Transfer Program In cooperation with the University of Illinois, Olivet has developed an engineering program in which the student takes two years of courses at Olivet, then specializes in the next two years at the University of Illinois.

Degrees available from the University of Illinois through the 2-2 program with Olivet include: Aeronautical and Astronautical Engineering, Agricultural Engineering, Ceramic Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Engineering Mechanics, General Engineering, Industrial Engineering, Mechanical Engineering, Metallurgical Engineering, and Nuclear Engineering.

This enables students to be graduates of both Olivet and the University of Illinois. The first two years at Olivet are basically the same as would be taken if a student chooses to complete the four year engineering physics degree at Olivet, or participate in the 3-2 program listed above.

A student may fulfill the requirements for the Associate of Arts Degree in Science Technology at Olivet as well as the requirements for the transfer program to the University of Illinois.

Science Technology

A.A.—two year Associate of Arts The 2 year program is intended for students who are not interested in a 4 year bachelors degree at this time. It provides an excellent science and mathematics preparation for many company training programs.

In addition to the science and mathematics base, the applied courses in engineering and computer science provide the "hands on" experience desired by many students.

One of the distinct advantages that the degree program offers over many competing programs is the acceptance of credit for a bachelors degree. All of the work done during the two years may be applied to a 4 year degree at a later time.

Associate of Arts Degree in Science Technology

Required:

Physics 201—General Physics I
202—General Physics II
Math. 147—Calculus I
148—Calculus II
CS 125 Concepts of Computer Science
Chem. 103—General Chemistry
114—Chemistry for the Physical Sciences
Nat. Sci. 107—Engineering Graphics
108—Introduction to Machine Shop

Controlled electives in science and mathematics 6-7 hours.

Strongly recommended:

Math. 361—Calculus III
362—Calculus IV
Chem 301—Quanitative Analysis

Other suggested electives:

Physics 246—Basic Physical Measurements
371—Electronics for Scientists
Chem. 310—Instrumental Methods of Analysis
311—Organic Chemistry I
312—Organic Chemistry II

ESS. 354—Crystallography

Degree Program in Medical Technology

Requirements for the degree Bachelor of Arts with a major in medical technology include:

1. Completion of a minimum of 98 semester hours including the general and group requirements for the degree. This is usually accomplished in three years of pre-professional studies. The junior year at Olivet Nazarene College is construed to be the last year in residence indicated in the general requirements.

2. Completion of 12 months of clinical training in a hospital laboratory school of medical technology accredited by the Council of Medical Education of the American Medical Association. Normally thirty upper division hours will be granted for the program, and it will be applied toward the requirements for the major.

Major (Medical Technology): 52-54 Hours

Required:

Bio. 121—General Zoology
241—Genetics
356—Microbiology
484—Cellular Biology
Chem 103—General Chemistry
114—Chemistry for the Physical Sciences
301—Quantitative Analysis
311—Organic Chemistry I
Math. 131—Algebra and Trigonometry
or 147—Calculus I

To be supported by

Bio. 373—Introduction to Molecular Biology
or Chem. 373—Biochemistry

and at least two courses selected from the following:

Bio. 120—General Botany
245—Human Anatomy and Physiology
Chem. 310—Instrumental Methods of Analysis
312—Organic Chemistry II

Career Programs in Nutrition, Food Science and Food Service

Providing for man's basic need for food has many different facets in career opportunities. It is quite important that each student preparing for employment in the food field spectrum have a clear concept of the kind of position which would fulfill that person's interest. The types of preparation for the various kinds of occupations can be quite different. Hence the following guidelines are presented to aid students in program selection.

Dietetics

Four year program

1. Preparation toward becoming a **registered dietitian.** Olivet offers the therapeutic emphasis of the American Dietetic Association (A.D.A.) program. This will prepare a person for a position as director of dietetic services within a hospital, or as a hospital dietician, or as a consulting dietician serving in extended care facilities such as nursing homes or medical groups. The student may qualify for A.D.A. membership after pursuing a traineeship or internship following graduation from Olivet.

2. Preparation toward becoming a **public health nutritionist.** The public health nutritionist is the member of the health team who assesses community nutrition needs, plans, organizes, directs, coordinates, and evaluates the nutrition component of health services.

This person may also provide supervision for less experienced nutrition personnel. One place of employment of a public health nutritionist, for example, is a city or county health department.

A person with this training is generally more involved with preventative aspects of nutrition than with therapeutic nutrition. It is strongly recommended that the student plan for graduate study to obtain a masters degree in public health nutrition.

Interdisciplinary Major in the Physical Sciences with an Emphasis in Nutritional Science.

Four year program.

Preparation toward becoming a **research nutritional scientist.**

Such an individual conducts original

laboratory research at the subcellular, cellular and organ levels as well as with experimental animals. It should be the goal of an individual in this area to pursue graduate study toward an M.S. degree, and preferably toward a Ph.D. in nutritional science (nutritional biochemistry).

The Olivet undergraduate program closely follows the recommendations of the American Institute of Nutrition.

Interdisciplinary Major in the Physical Sciences with an Emphasis in Food Science and Nutrition

Four year program.

Preparation toward becoming a **food scientist or food technologist.**

Such individuals are concerned with applying their knowledge of chemistry, biology, mathematics, physics and engineering to problems concerned with flavor, texture, nutritional value, safety and the economic production of food.

Employment opportunities may be found in industry, government and education.

The Olivet program combines a special emphasis in nutrition along with basic studies in food chemistry and food microbiology. Graduate work is recommended for a broadened preparation which includes engineering and processing aspects.

Dietary Technician in Food Service Management.

Two year program.

Preparation towards employment as a **food service supervisor** in hospitals, extended care facilities, restaurants and food service industries.

Food Related Courses

Basic Nutrition
Intro. to Nutrition—HE 121
Human Nutrition—Bio. Sci., HE 362

Special Areas in Nutrition
World Food Problem—Soc. 374
Diet Therapy—HE 370
Nutritional Biochemistry and Metabolism—
Bio. Sci., HE 488
Projects in Biological Sciences or Home Economics

Food Science
Food Microbiology—Bio. Sci. 375
Foodborne Disease Control—HE 360
Food Chemistry—Chem. 481

Food Service
Food Preparation—HE 122
Dietetic Technician Field Experience—HE 280
Quantity Foods—HE 367
Marketing and Meal Management—HE 368
Institutional Food Management—HE 389

Natural Science—41

Courses

102—General Physical Science A broad survey course designed for the liberal arts student. Major concepts from astronomy, chemistry, geology, physics and meteorology are used in a way that develops the students' understanding of man's physical environment, and at the same time indicates the special contribution of each discipline to this understanding. (Open only to students without previous physics, chemistry, or earth science courses either in high school or college). 3 hours lecture, 3 hours laboratory. **4 hours**

103—Amateur Radio I A study of radio procedures, theory, and international Morse code preparing the student for the F.C.C. examination for the novice and general class license. No prerequisite. **1 hour**

104—Amateur Radio II A continuation of Natural Science 103 to complete preparation for the general class F.C.C. license. Prerequisite: Natural Science 103 or consent of instructor. **1 hour**

107—Engineering Graphics Use of instruments; geometric construction; lettering; orthographic projections; sketching; isometric and oblique projections; inking, tracing; and blueprinting; dimensioning; sectioning. (Does not count toward general education requirements.) **3 hours**

108—Introduction to Machine Shop A lab course designed to enable the student to operate the basic machine tools. Machine parts will be constructed from prints. This course is prerequisite to the use of the student machine

shop. (Does not count toward general education requirements.) Prerequisite: Nat. Sci. 107. **3 hours**

121—Physical Geography (Same as Geography 121.) **2 hours**

477—Teaching of Science A study of the aims, the methods, and the equipment needed for classes and instructors of the natural sciences. **3 hours**

520—Oceanography The oceans: their physical, chemical, biological, and geological characteristics, with a discussion of their history. **3 hours**

540—Paleontology A study of ancient life as revealed in the fossil record: invertebrates, vertebrates, plants and man. Taxonomy, paleoecology, and environmental interpretation will all receive emphasis. Field trips. Prerequisite: a course in Biology or Geology. **3 hours**

560—Topics in Environmental Science An interdisciplinary approach to man's environment, emphasizing chemical, physical, biological and geological solutions for problems such as air, water, and solid waste pollution, urban development, natural resource depletion, recycling. Field trips. **3-4 hours**

600-699—Graduate Level Courses Open to some seniors. See Director of Graduate Studies.

Biological Sciences—42

R. Wright, W. Beaney, M. Branton, H. Fulton, R. Hayes

This department offers work to meet the needs of those who wish to secure knowledge in the biological sciences, to enter medical school or related health sciences, to prepare to teach biology in the public schools, or to pursue graduate study. Biological knowledge arranges itself naturally according to levels of organization. Each level (molecular, individual, population and community) has its own rationale, principles, processes, techniques and language. It is desired that all biology students have experiences with each level for the wealth of understanding which such a background brings to the individual's own academic specialty. All majors in the Department of Biological Sciences at Olivet Nazarene College take a sequence of courses designed to convey the body of thought and information which is essential to the undergraduate training of biologists regardless of their ultimate specialization.

Major (Bachelor of Arts—Biology): 30 Hours

Required:

Biol. 120—General Botany
121—General Zoology
241—Genetics
370—Ecology
373—Introduction to Molecular Biology
484—Cellular Biology
495—(1 hour) Seminar in Biology

To be supported by

Chem. 103—General Chemistry
114—Chemistry for the Physical Sciences
and one course in mathematics.

Major (Bachelor of Arts—Teaching of Biology): 32 Hours

Required:

Biol. 120—General Botany
121—General Zoology
241—Genetics
370—Ecology
373—Introduction to Molecular Biology
484—Cellular Biology
495—(1 hour) Seminar in Biology

Two additional hours in Biology to be approved by the Department Chairman.

To be supported by

Chem. 103—General Chemistry

114—Chemistry for the Physical Sciences

One course in mathematics.

The Professional Education Sequence, including N.S. 477.

Major (Bachelor of Science): 40 hours
Required:

Biol. 120—General Botany
121—General Zoology
241—Genetics
356—Microbiology
373—Intro. to Molecular Biology
464—Cellular Biology
495—Seminar in Biology (1 hour)

To be supported by:

Chem. 103—General Chemistry
114—Chemistry for Physical Sciences
301—Quantitative Analysis
311—Organic Chemistry I
Math. 131—Algebra and Trigonometry
or 147—Calculus I
Physics 111, 112—General Physics
or Math. 341—Statistics and
CS 250—Compiler Languages

Major (Bachelor of Science) Teaching: 40 hours including the same courses listed above, plus the 20-22 hour Professional Education Sequence, including N.S. 477.

Major (Botany): 30 Hours

Required:

Biol. 120—General Botany
121—General Zoology
241—Genetics
373—Introduction to Molecular Biology
495 (1 hour) Seminar in Biology

Additional work in botany is to be selected from
Biol. 356—Microbiology
357—Plant Anatomy
635-366—Plant Morphology
370—Ecology
455—Physiology
484—Cellular Biology
490—Research in Biology

Work is to be supported by
Chem. 103—General Chemistry
114—Chemistry for the Physical Sciences
and 1 course in mathematics.

Major (Zoology): 30 hours

Required:

Bio. 120—General Botany
121—General Zoology
241—Genetics
373—Introduction to Molecular Biology
495—(1 hour) Seminar in Biology

Additional work in zoology is to be selected from:

Biol. 350—Ornithology
353—Embryology of the Vertebrates
356—Microbiology
360—Invertebrate Zoology
361—Vertebrate Zoology
370—Ecology
455—Physiology
484—Cellular Biology
490—Research in Biology

Work is to be supported by

Chem. 103—General Chemistry
114—Chemistry for the Physical Sciences
One course in mathematics.

Minor (Biology): 16 hours

Required:

Biol. 120—General Botany
121—General Zoology
and additional courses to be approved by the Chairman of the Department

Minor (Teaching of Biology): 24 hours

Required:

Biol. 120—General Botany
121—General Zoology
241—Genetics
370—Ecology
373—Intro. to Molecular Biology
To be supported by
Chem. 103—General Chemistry
114—Chemistry for Physical Sciences

Minor (Botany): 16 Hours

Required:

Biol. 120—General Botany
Additional courses are to be approved by the Chairman of the Department.

Minor (Zoology): 16 Hours

Required:

Biol. 121—General Zoology
Additional courses are to be approved by the Chairman of the Department.

Courses

101—General Biology Principles of life are introduced, for the beginning student, with emphasis on the presentation of the plant and animal kingdoms and the cell and its processes. Lecture and laboratory. (Does not apply on a major). **5 hours**

120—General Botany A lecture and laboratory course dealing with the whole plant; the cell, the chief types of tissues, stems, roots, leaves, flowers, fruits, and seeds. Important physiological phenomena, and a study of the plant kingdom are given. **5 hours**

121—General Zoology A lecture and laboratory course designed to acquaint students with the principles of animal life. Study includes taxonomy, morphology, physiology, embryology, ecology, and genetics. **5 hours**

140—Hygiene The study includes essentials of personal and community health. Fundamentals of health science, scientific prevention of illness, dynamics of health in the individual, and the family are studied. **2 hours**

241—Genetics Principles of heredity and variation illustrating the gene-chromosome concept of Mendelian inheritance are presented. Included is study of the gene: its structure, function, and chemistry, with emphasis on mutation, coding regulation, and transmission. Prerequisites: Biol. 101, 120, or 121, or consent of instructor. Lecture and laboratory. **4 hours**

245—Human Anatomy and Physiology The gross morphology of the vertebrate animal and the human body is studied. Consideration of human physiology is given using the organ system approach. Lecture and laboratory. Prerequisite: Biology 121. **5 hours**

310—Instrumental Methods and Analysis (Same as Chemistry 310.) **4 hours**

350—Ornithology The study is designed to develop a basic understanding of the structure and habits of birds. Training in the ability to identify birds in the field of this region is given. **2 hours**

352—Field Biology A study of plants and animals in the field in their native surroundings. The basic principles of conservation are considered. Prerequisite: a course in biology. **2 hours**

353—Embryology of the Vertebrates This is a study of the ontogeny of the vertebrate. Study includes basic concepts and organogenisis. Emphasis is placed on the development of the chick. Lecture and laboratory. Prerequisites: Biol. 121. **4 hours**

356—Microbiology An introduction to the microorganisms is presented with special emphasis on bacteria. Studies include history, morphology, classification, physiology, genetics, aseptic culturing technics, and practical applications. Prerequisites: Biology 120, 121, or equivalent; 4 hours of Chemistry. Lecture and laboratory. **5 hours**

357—Plant Anatomy This is an introduction to the structure of plants with emphasis on those with vascular organization. Prerequisite: Biology 120. Lecture and laboratory. **4 hours**

360—Invertebrate Zoology This is a study of the principles of zoology as they apply to the invertebrates. The study is approached from a comparative standpoint with emphasis upon the anatomy and physiology of various representative organisms. Ecological principles and microtechnics are included in the laboratory. Prerequisite: Biology 121. **4 hours**

361—Vertebrate Zoology (Comparative Anatomy) Study includes anatomy physiology, ecology, and phylogeny or vertebrates. Opportunity is given for detailed laboratory dissections. Additional laboratory TBA. Prerequisite: Biol. 121. **4 hours**

362—Human Nutrition Biological and chemical principles of nutrition are presented and applied to human needs. The components of nutritional surveys are detailed and major features of nutritional deficiency diseases and other diseases with important nutritional aspects are **highlighted.** Students taking four units credit will also carry out self-assessment energy and dietary surveys. These projects are recommended for those who plan to apply nutrition in a practical way. Prerequisites: Biol. 101 or 121 and Chem. 112 or 311. **3 hours**

365—Plant Morphology: Nonvascular Plants A lecture and laboratory course dealing with the structure, reproduction, and development as exemplified by representative algae, fungi, and bryophytes. Prerequisite: Biol. 120. **4 hours**

366—Plant Morphology: Vascular Plants A lecture and laboratory course dealing with the structure, reproduction, and development as exemplified by representative vascular plants including psilopsids, lycopsids, sphenopsids, ferns, and gymnosperms. Prerequisite: Biol. 120. **4 hours**

370—Ecology This is a study of the relationship between organisms and their environment. Field trips to be arranged, some weekend trips are required. Prerequisites: Biol. 120 and 121. (2 hours lecture and one 4-hour lab.) **4 hours**

373—Introduction to Molecular Biology Biosynthesis, structure and function of macromolecules. Prerequisites: Biology 120 or 121, Chemistry 114. Lecture and laboratory. **4 hours**

375—Food Microbiology A study is conducted of micro-organisms, and their biochemical activities, important in food spoilage and in food manufacture. Control of microbial populations in foods, methods of destruction and removal of microbes found in foods, and the evaluation of thermal processing of foods are considered. Public health aspects of food-borne infections and intoxications are discussed. Lectures and laboratory. Laboratory study is designed to demonstrate culture, detection, enumeration and thermal process evaluation techniques as well as the biochemical role of certain microorganisms in food manufacture. Prerequisites: Microbiology and Biochemistry, or consent of instructor. **5 hours**

455—Physiology An introduction to physiological and homeostatic principles with emphasis on organ systems and the intact organisms. Prerequisites: Biology 120 or 121, Chem. 114, or consent of instructor. Lecture and laboratory. **4 hours**

484—Cellular Biology Ultrastructural and functional aspects of cells and tissues with special emphasis on the physical and chemical nature of specialized cellular activities. Prerequisites: Biology 120 or 121 and 373 or consent of instructor. Lecture and laboratory. **4 hours**

488—Nutritional Biochemistry and Metabolism A study is made of the role of individual nutrients in metabolism and the metabolic interrelationships of various nutrients. Chemical and biological assessments of the nutritional value of dietary constituents are described. Lectures and laboratory. The laboratory experience consists of an introduction to techniques of animal experimentation as well as to biological and chemical techniques of nutrient assessment. Prerequisite: Introduction to Chemistry, Organic Chemistry, General Biology, Biochemistry or consent of instructor. **5 hours**

490—Research in Biology This course is open to advanced students with high academic achievement. Original research is to be conducted and a paper presented. Prerequisites: Permission of instructor, and at least Junior standing is required. 1 to 3 hours. Credit is not to accumulate more than 6 hours.

495—Seminar in Biology This course is required of all junior and senior majors in Biology, Zoology, or Botany. This seminar provides for the discussion of biological problems of current interest and is an opportunity for the student to apply what has been learned. Zero to ½ hour. Credit not to accumulate more than two hours.

560—Topics in Environmental Science An interdisciplinary approach to man's environment, emphasizing chemical, physical, biological and geological solutions for problems such as air, water, and solid waste pollution, urban development, natural resource depletion, recycling. Field trips. **3-4 hours**

Chemistry—43

J. Hanson, C. Grothaus, R. Hayes, L. Ferren, S. Taylor

The courses in this department are offered to meet the needs of the following groups of students: (1) Those who desire to obtain a general knowledge of chemistry; (2) Those preparing to teach chemistry; (3) Those taking preprofessional courses in which chemistry is required or recommended; (4) Those preparing to do graduate work in chemistry or professional chemical work.

Major (Bachelor of Arts): 32 Hours

Required:

Chem. 103—General Chemistry
114—Chemistry for the Physical Sciences
301—Quantitative Analysis
311—Organic Chemistry I
312—Organic Chemistry II
382—Physical Chemistry I
or 392—Physical Chemistry II

Six additional hours of upper division Chemistry.

Supporting courses:

Math. 147—Calculus I
148—Calculus II
361—Calculus III
Physics 201—General Physics I
202—General Physics II

Teaching Major (Bachelor of Arts): 32 hours

Required: Same as above, plus the Professional Education Sequence including N.S. 477—Teaching of Natural Sciences.

Major (Bachelor of Science): 40 hours

Required:

103—General Chemistry
114—Chemistry for the Physical Sciences
301—Quantitative Analysis
310—Instrumental Methods of Analysis
311—Organic Chemistry I
312—Organic Chemistry II
382—Physical Chemistry I
392—Physical Chemistry II
373—Biochemistry
404—Advanced Inorganic Chemistry

Additional upper division chemistry to total 40 hours.

To be supported by:

Physics 201—General Physics I
202—General Physics II

Math. 147—Calculus I
148—Calculus II
361—Calculus III
351—Linear Algebra
or 357—Differential Equations
or 362—Calculus IV
C.S. 250—Compiler Language
or 341—Statistics

Minor: 16 hours

Required:

Chem. 103—General Chemistry
114—Chemistry for the Physical Sciences

Eight hours selected from the following:

Chem. 301—Quantitative Analysis
310—Instrumental Methods of Analysis
311—Organic Chemistry I
312—Organic Chemistry II
382—Physical Chemistry I
392—Physical Chemistry II
403—Synthetic Inorganic Chemistry

Teaching Minor: 24 Hours
Required:

Chem. 103—General Chemistry
114—Chemistry for the Physical Sciences
301—Quantitative Analysis

Courses

101—Introduction to Chemistry A beginning chemistry course for students with limited backgrounds in science and mathematics. Basic treatment of stiochiometry, atomic structure, chemical bonding, states of matter, solutions, and chemical reactions is given. Prerequisite: 2 units of high school mathematics. Lecture and laboratory. **4 hours**

103—General Chemistry A study of the structure and properties of matter. Atomic and molecular structure, states of matter, and physical and chemical properties of solutions are treated. Lecture and laboratory. Prerequisite: high school chemistry. **4 hours**

112—Chemistry for the Life Sciences An elementary treatment of organic and biological chemistry. Does not apply toward a major or minor in Chemistry. Prerequisite: Chemistry 101 or 103. Lecture and laboratory. **4 hours**

114—Chemistry for the Physical Sciences The thermodynamic basis of chemical equilibrium is treated. The laboratory work includes some chemical analysis. Prerequisite: Chemistry 101 and Mathematics 131 or Chemistry 103. Lecture and laboratory. **4 hours**

301—Quantitative Analysis A careful study of gravimetric and volumetric analysis with special attention given to sources of error, to calibration of instruments and apparatus, and to other important details in the improvement of laboratory technique. 2 class sessions and 2 3-hour laboratory periods per week. Required for a major in chemistry. Prerequisite: Chemistry 114. **4 hours**

310—Instrumental Methods of Analysis Utilization and comparison of modern analytical instrumentation for chemical analysis. The techniques covered include: emission spectroscopy; ultraviolet, visible, and infrared absorption spectroscopy; gas chromatography; and electrical methods of analysis. 2 class sessions and 2 3-hour laboratory periods per week. Prerequisite: Chemistry 114. **4 hours**

311—Organic Chemistry I The essential properties and preparations of the important classes of carbon compounds with emphasis placed upon structural formulas and nomenclature. The laboratory work is devoted to the preparation of typical organic compounds and to the study of their properties. 3 class sessions and 2 3-hour laboratory periods per week. Required for a major in chemistry. Prerequisite: Chemistry 101 or 103 and 114. **5 hours**

312—Organic Chemistry II A continuation of Chemistry 311 and required for a major in chemistry. Prerequisite: Chemistry 311. **5 hours**

354—Crystallography (Same as Earth Science 354.) **4 hours**

371—Electronics for Scientists (Same as Physics 371.) **3 hours**

373—Biochemistry Structure and properties of biologically important compounds. Properties of enzymes. Metabolism of carbohydrates, lipids, and proteins. Thermodynamics and reaction kinetics are applied to biochemical systems. Prerequisite: Chemistry 312 or consent of instructor. **5 hours**

382—Physical Chemistry I The general topics of thermodynamics, kinetics, and electrochemistry are treated. Three 1-hour class sessions and one 3-hour laboratory session per week. Prerequisites: Chemistry 114, (Chem. 301 recommended), Mathematics 361, and Physics 201 and 202. **4 hours**

384—Geochemistry (Same as Earth Science 384.) **3 hours**

392—Physical Chemistry II Atomic and molecular structure, the solid and liquid states, and surface phenomena. Three 1-hour class sessions and one 3-hour laboratory session. Prerequisite: Same as for Chemistry 382. **4 hours**

403—Synthetic Inorganic Chemistry A study of the preparation and properties of inorganic substances, with emphasis on developing laboratory skills. Prerequisite: 14 hours of chemistry. **2 hours**

404—Advanced Inorganic Chemistry A study of atomic structure, chemical bonding, and the chemistry of selected elements. Prerequisites: Chemistry 301 and 311. **3 hours**

481—Food Chemistry The structure, composition, and physiochemical properties of food, together with the chemistry of changes occurring during maturation, processing and storage are considered. Lectures and laboratory. Laboratory study principally involves assessment of chemical properties and chemical changes occurring in foods. Prerequisites: Chem. 301 and 373, Chem. 382 recommended. **4 hours**

Earth and Space Sciences—44

M. Reams

The Department of Earth and Space Sciences seeks to (1) present a view of the universe and our earth in the light of modern science; (2) prepare those interested in teaching astronomy and/or earth science in high school; (3) provide training for students in related fields, and (4) give an adequate background for professional work or graduate study.

Major: See Interdisciplinary Major in the Physical Sciences, p. 91.

Minor (Earth Science): 16 Hours

Required: Courses approved by the Chairman of the Department in accordance with student's needs.

Minor (Earth and Space Science): 18 Hours

Required: Courses distributed between Astronomy and Earth Science as approved by Department Chairman. 4 hours must be upper division. 4 hours of Chemistry applies.

Teaching Minor: 24 Hours

Required:

Chemistry, 4 hours (Chemistry majors will take another science.)
Earth and Space Sciences, 20 hours, 4 of which must be upper division.

Recommended:

E.S.S. 101—Physical Geology
102—Historical Geology
131—Introduction to Astronomy
350—Methods of Planetarium Operation

Astronomy

131—Introduction to Astronomy This is a survey course regarding the basic effects of Astronomy upon the thinking man, not only in science but philosophy, religion, and the social sciences. The course is laboratory oriented. Wide use is made of the planetarium, observatory, field trips and various visual aid equipment. Evening and 1 laboratory period. **4 hours**

350—Methods of Planetarium Operation A primary course in planetarium operation and techniques designed for those who plan to teach. Students will become familiar with program planning, coordination, application of concepts and will operate and use Reed Planetarium facilities. Prerequisites: a laboratory science and Astronomy. **3 hours**

491—Selected Readings Readings in the field of Astronomy regarding the historical, descriptive, observational and developmental aspects. This will provide an opportunity for individual effort within the areas of special interest. Prerequisite: 17 hours of Earth and Space Science and consent of the instructor. **1 hour**

Earth Science

101—Physical Geology An introduction to the earth, its internal and external features, and the processes responsible for their formation. The laboratory covers the major minerals and rocks, aerial photographs, topographic maps, and geologic maps, with a brief introduction to fossils. Short field trips. 3 lecture periods and 1 laboratory period. **4 hours**

102—Historical Geology A survey of the geological and biological history of the earth. An introduction to the major fossil groups and the interpretation of the geologic history of selected areas are included. Short field trips. 3 lecture periods and 1 laboratory period. **4 hours**

354—Crystallography: Morphology, Optical, and X-ray A study of morphological, optical, and x-ray crystallography utilizing stereographic projections, crystal models, the petrographic microscope, and x-ray diffraction powder and single crystal cameras. Prerequisite: Chemistry 103 and 114 or Physics 201 and 202; and Math 131 or equivalent. Chemistry 114 or Physics 202 may be taken concurrently. 3 lecture periods and 1 laboratory period. **4 hours**

356—Mineralogy and Petrology A survey of the important minerals and rocks of the earth's crust with emphasis on their origin, composition, and occurrence. The laboratory includes extensive use of the petrographic microscope, spectroscope and x-ray diffraction powder and single crystal cameras. 3 day field trip. Prerequisite: Earth and Space Science 354. 3 lecture periods and 2 laboratory periods. **4 hours**

362—Stratigraphy and Sedimentology A study of sedimentary rocks, their origin, composition, and the principles involved in subdividing them into stratigraphic units. The laboratory includes the use of sieves and other methods of size analysis, use of the petrographic microscope, and x-ray diffraction powder techniques for mineral identification. 3 day field trip. Prerequisite: Earth and Space Science 101 or 102. 3 lecture periods and 1 laboratory period. **4 hours**

366—Structural Geology and Field Methods The lecture is concerned with the internal structure of the earth, the origin of the continents and ocean basins, mountain building, volcanoes, and the deformation of rocks. The laboratory will primarily involve the use of geologic field techniques such as mapping with instruments and aerial photographs, correlation of sedimentary rocks, and interpretation of geologic history. 3 day field trip. Prerequisite: Earth and Space Science 101 or 102. Trigonometry is suggested but not required, 3 lecture periods and 1 laboratory or field period. **4 hours**

384—Geochemistry The application of chemical principles to problems in the earth sciences, including past and present chemical processes active in the earth's atmosphere, hydrosphere, crust, mantle, and core. Other topics include cosmochemistry and geochemical exploration. Prerequisites: Chemistry 114 and Math 131. **3 hours**

388—Geophysics The application of physical principles to problems in the earth sciences, including geophysical techniques and data concerning the solid earth, hydrosphere, and atmosphere. Other topics include space physics and geophysical exploration. Prerequisite: Physics 202. **3 hours**

490—Special Problems Readings or projects chosen from selected topics. Prerequisites: A minimum of 8 hours in Earth Science of which 4 hours must be in courses numbered 300 or above and consent of instructor. **1 to 3 hours**

520—Oceanography The oceans: their physical, chemical, biological, and geological characteristics, with a discussion of their history. **3 hours**

540—Paleontology A study of ancient life as revealed in the fossil record: invertebrates, vertebrates, plants and man. Taxonomy, paleoecology, and environmental interpretation will all receive emphasis. Field trips. Prerequisite: a course in Biology or Geology. **3 hours**

Mathematics and Computer Science—45

R. Wirt, D. Atkinson, R. Cox, D. Skinner

The objectives of the Department of Mathematics and Computer Science are: (a) to provide preparation in mathematics or computer science for graduate study, teaching, and use in business and industry; (b) to provide understanding of the historical development, deductive nature, and contemporary progress of mathematics and computer science; and (c) to provide appreciation for the cultural value, logical structure, and diverse applications of mathematics and computer science.

The college computer center is equipped with a dual processor General

Automation 16/440 computer system with two 128K bytes of primary memory and 50 megabytes of disc memory. The equipment also includes three line printers, a card reader, fifteen CRT terminals and two TTY teletype terminals.

The center supports the administrative, business and academic functions of the college. The systems serve several departments in addition to computer science, such as physics and chemistry.

The computer center is located in the west wing of the Benner Library and Learning Resource Center.

The General Education requirements for all degrees include 3 hours selected from mathematics or physical science. Mathematics 101 and 125 are designed to meet this requirement.

Major (Bachelor of Arts): 32 hours

Core Requirements:

Math. 147—Calculus I
148—Calculus II
351—Linear Algebra
250 or 251—Compiler Languages

Option A: Mathematics

Additional requirements:

361—Calculus III
362—Calculus IV
459—Advanced Calculus I
463—Modern Algebra I
460—Advanced Calculus II
or 464—Modern Algebra II

Option B.: Computer Science

Additional requirements:

Math. 354—Numerical Analysis
380—Assembler Language Programming
450—Theory of Compilers and Assemblers
495—Research Problems in Computer Science

Teaching Major (Bachelor of Arts): 32 Hours

Required: All work in courses numbered 147 and above, including:

Math 147—Calculus I
148—Calculus II
250 or 251—Compiler Languages
351—Linear Algebra
355—Modern College Geometry
361—Calculus III
463—Modern Algebra I
473—Foundations of Mathematics

The Professional Education Sequence, including Math 474—Teaching of Mathematics.

Major (Bachelor of Science):

Option A: Mathematics: 41 hours

Required:

Math 147—Calculus I
148—Calculus II
250 or 251—Compiler Languages
351—Linear Algebra
361—Calculus III
362—Calculus IV

and six hours of advanced applications selected from

354—Numerical Analysis
382—Probability and Mathematical Statistics
491—Topics in Mathematics or Computer Science

Fifteen hours selected from

357—Differential Equations
362—Calculus IV
459—Advanced Calculus I
460—Advanced Calculus II
463—Modern Algebra I
464—Modern Algebra II

To be supported by 15 hours of upper division credit in one or two areas which emphasize the use of mathematics. These courses are to be approved by the department chairman.

Option B: Computer Science: 40 Hours

Required:

Math. 147—Calculus I
148—Calculus II
250 or 251—Compiler Languages
351—Linear Algebra
354—Numerical Analysis
370—File Mangement or
375—Information Structures
380—Assembler Language Programming
385—Computer Simulation and Statistical Techniques
450—Theory of Compilers and Assemblers
463—Modern Algebra I
495—Research Problems in Computer Science

Select additional courses from

362—Calculus III
459—Advanced Calculus
464—Modern Algebra II
440—Computer Hardware Architecture and Design
455—Operating Systems

To be supported by 15 hours of upper division credit in one or two areas which emphasize the use of computers.

Minor (Mathematics); 17 Hours

Core requirements:

147—Calculus I
148—Calculus II

Option A:

Mathematics additional requirements:

351—Linear Algebra
361—Calculus III

and three hours from mathematics courses 350 and above.

Option B:

Computer Science additional requirements:

250 or 251—Compiler Languages
380—Assembler Language Programming
and three hours chosen from computer science 370 or above.

Minor (Computer Science): 20 hours

Required:

250 or 251—Compiler Languages
380—Assembler Language Programming
495—Research Problems in Computer Science

Twelve hours selected from the following:

370—File Management
375—Information Structures
385—Computer Simulation and Statistical Techniques
450—Theory of Compilers and Assemblers
455—Operating Systems

Teaching Minor: 20 Hours

Required: All work in courses numbered 147 and above including:

147—Calculus I
148—Calculus II
351—Linear Algebra
463—Modern Algebra I
473—Foundations of Mathematics
474—The Teaching of Mathematics

Mathematics

101—Mathematics for General Education A study of some fundamental concepts of modern mathematics, with emphasis on deductive and structural aspects of the subject. Attention is given to various applications of mathematics in the modern world. Students should consult with a member of the department for placement recommendations. **3 hours**

111—Mathematics for Elementary Teachers I The language and nature of deductive reasoning, elements of set arithmetic, numeration systems, operations and relations, the whole numbers, number bases, the integers, elementary number theory, modular number systems, the rational numbers, the real numbers, infinite decimals, equations and inequalities. **3 hours**

112—Mathematics for Elementary Teachers II A continuation of Math 111. Topics from algebra: Real numbers, equations and inequalities, systems of equations and inequalities, complex numbers, polynomials, modular number systems, algebraic structures. Topics from geometry: Historical development, intuitive geometry, Euclidean geometry (constructions, separation, congruence, similarity, parallelism), analytic geometry, other geometries, theory of measurement, mensuration formulas, indirect measurement and trigonometry. Prerequisite: Math 111. **3 hours**

117—Finite Mathematics with Business Applications An introduction to finite mathematics with applications in business and industrial administration. Compound statements, computer circuits; sets, voting coalitions, critical path analysis; counting problems, flow diagrams; probability theory, Markov chains, decision theory; vectors and matrices, linear equations; linear programming; mathematics of finance and accounting. Prerequisite: At least 1 year of high school algebra or consent of the instructor. **3 hours**

131—Integrated Algebra and Trigonometry Integrated algebra and trigonometry developed from a study of functions including selected topics from modern mathematics. Provides preparation for Math. 147. Prerequisite: 1 year of high school algebra. **4 hours**

147—Calculus I An introduction to the calculus of one variable with associated analytic geometry. A review of selected topics from algebra and trigonometry; limits, continuity; derivative and integral, techniques and applications of differentiation and integration; transcendental functions and their derivatives. Prerequisite: 3 years of high school math, 4 strongly recommended, or Math 131; and consent of the instructor. **4 hours**

148—Calculus II A continuation of Math 147. Antiderivatives and methods of integration; theory of curves, polar coordinates; elementary differential equations; numerical methods, Taylor series; a careful discussion of some foundation concepts of the calculus, including the real numbers, limits, continuity, mean value theorems, and definition of derivative and integral. Prerequisite: Math 147 and consent of the instructor. **4 hours**

341—Statistics An introductory course in statistics with applications from a variety of disciplines including education, psychology and sociology. Topics include descriptive statistics, probability, expected value, sampling distributions, estimation, hypothesis testing of means and proportions (one and two sample cases), regression, correlation, chi-square, nonparametric statistics, and an introduction to analysis of variance and latin square designs. Students taking this course for mathematics credit will be assigned additional work, particularly in probability. **4 hours**

351—Linear Algebra Vector spaces, linear dependence, bases, dimension, linear transformations, matrices, systems of linear equations, determinants, eigenvalues, Cayley-Hamilton Theorem, inner and vector products, orthogonality, quadratic and Hermitian forms. Prerequisite: Math 148. **3 hours**

354—Numerical Analysis Integrations, roots of equations, systems of equations, solution of differential equations by numerical methods applicable to digital computers. The GA 16/440 Computing System is used for class assignments. Prerequisites: 250 and 351. **3 hours**

355—Modern College Geometry A study of Euclidean Geometry with Hilbert's axioms and projective geometry including duality, harmonic sequences, transformations, and analytic projective geometry. Corequisite: Math 351. **3 hours**

357—Differential Equations Differential equations with applications to geometry and mechanics; a course designed primarily to be a working course for students in mathematics. Prerequisites: Math. 351 and 361. **3 hours**

361—Calculus III (Multivariate Calculus) A study of the calculus of real-valued functions of several variables. Vectors, partial derivatives, multiple integrals and infinite series. Prerequisite: Math 148. **3 hours**

362—Calculus IV (Vector Analysis and Complex Variables) The calculus of vector functions, line and surface integrals, Theorems of Green, Gauss, and Stokes. Fourier Series. Complex variables. Prerequisite: Math 361. **3 hours**

382—Probability and Mathematical Statistics Continuous probability spaces, density and distribution functions, random variables, expectations, variance, independence, conditional distributions, random sampling, law of large numbers, estimation of parameters, central limit theorem, hypothesis testing, moment generating functions regression. Prerequisites: Math 341 and 361. **3 hours**

459—Advanced Calculus I A careful study of functions from E^n to E^m. Topology of E^n, continuity and uniform continuity, mean value theorems, Taylor's Theorem, integration, convergence and uniform convergence, power series, improper integrals. Prerequisite: Math 362. **3 hours**

460—Advanced Calculus II A continuation of Math 459. Linear transformations, total differential, differentiation, implicit function theorems, application of differentiation to geometry and analysis, differential forms, vector analysis, line and surface integrals, Theorems of Green, Gauss and Stokes. Prerequisite: Math 459. **3 hours**

463—Modern Algebra I A study of fundamental structures of algebra, including groups, rings, integral domains, fields, vector spaces and modules. substructures, homomorphisms, image structures, quotient structures and product structures. Finitely generated abelian groups, solvable groups, Jordan-Holder theorem, Sylow theory, polynomial rings, unique factorization domains, Euclidean domains, extension fields, finite fields, algebraic closure and constructible numbers. Corequisite: Math 351. **3 hours**

464—Modern Algebra II A continuation of Math 463. Field theory: Separable and inseparable extensions, splitting fields and normal extensions, Galois theory, transcendental extensions. Module and ideal theory: Ideal arithmetic, primary ideals, Noetherian rings, Hilbert's theorem. Linear and multilinear algebra: Diagonalization of matrices, Jordan canonical form, bilinear forms, tensor products. Homological algebra: Exact sequences, functors, homology. Prerequisite: Math 463. **3 hours**

473—Foundations of Mathematics A consideration of the origin, history, literature and nature of mathematics. Possible topics inlcude Euclid's Elements, development of non-Euclidean geometry, Hilbert's postulates for geometry, algebraic structure, the modern mathematical method, number systems, sets, logic and philosophy. Prerequisite: Math 351. **3 hours**

474—The Teaching of Mathematics A consideration of the problems, materials and methods involved in contemporary mathematics teaching. Implications of current developments and trends in mathematics for the teacher. Prerequisite: Math 473. (Applies only on a teaching major or a teaching minor.) **2 hours**

491—Topics in Mathematics or Computer Science Selected topics in mathematics to provide opportunity for individual attention to areas of special interest. Prerequisite: Consent of the instructor. Hours to be arranged.

561—Statistics This course is the same as Education and Mathematics 341. In addition to the computational problems assigned, graduate students will do some readings from educational journals. Some additional problems, particularly in probability, will be assigned to those taking the course for mathematics credit. **4 hours**

Computer Science

125—Concepts of Computer Science Basic concepts of computer mathematics, problem analysis and flowcharting techniques, essential concepts concerning computer hardware and software, student programming using the BASIC programming language. Problems span scientific and business type applications. This course does not count toward a computer science major or minor. **3 hours**

250-251—Compiler Languages Principles of problem analysis, compiler language usage, computer program organization, program loading , execution and testing. Usage of the GA 16/440 system time-sharing terminals, batch processing, job control language and system utilities. Debugging techniques. Compiler languages such as FORTRAN, COBOL and RPG will be considered in various semesters. **3 hours each semester**

370—File Management Utilization of advanced COBOL concepts for file management, consideration of various general-purpose file management and data base management systems and their usage. Problems for business applications using various indexed-sequential, random and indexed-random organizations. Prerequisite: CS 250 or 251. **3 hours**

375—Information Structures Concepts of various data and file structures to include indexed-sequential techniques, random organization, indexed-random, integrated and directoried files. Applications of basic stack queue, array, vector, list, string, graph, tree, and ring mechanisms. Techniques of table-lookup and sorting algorithms. Prerequisite: CS 250. **3 hours**

380—Assembler Language Programming Includes subroutines, overlays, linkages, indexing, indirect addressing, and machine language organization. Application of various assembler language algorithms. Specific use of the GA 16/440 CAP language for student problems. Prerequisite: CS 250. **3 hours**

385—Computer Simulation and Statistical Techniques Concepts of computer modeling and simulation of scientific and business applications. Application of continuous and discrete probabilities such as uniform, normal, Poisson, and chi-square distributions. Usage of various statistical subroutines and simulation languages will be studied. Prerequisites: CS 250, 341. **3 hours**

440—Computer Hardware Architecture and Design Consideration of the functional design of the basic mainframe and peripheral hardware components of a computer system. Specific interest in the interrelation of the hardware and the operating system software, such as I/O, interrupt handling and job flow. Projects involving the use of a laboratory micro-computer system. Prerequisite: CS 380 or consent of the instructor. **3 hours**

450—Theory of Compilers and Assemblers Study of the components and design of a basic assembler and a typical compiler. Consideration of the interaction of compilation and assembly. Particular attention will be given to the various solutions to assembler/compiler problems. Students will be required to prepare working portions of an assembler and/or compiler. Prerequisite: CS 380. **3 hours**

455—Operating Systems Consideration of the primary modules of an operating system including bootstrap, absolute and relocatable loaders, debug facilities, I/O subsystems and utilities. Study of system job flow, scheduling, resource management and allocation, system spooling, and performance monitoring. Comparative attributes of such operating systems as DOS, FSOS, TSOS, and RTOS as implemented on the GA 16/440 system will be studied. Prerequisite: CS 450. **3 hours**

495—Research Problems in Computer Science Students will be required to define a "real-world" computer application problem and follow it through to a workable solution. The student will be assigned a faculty advisor for the project. This project may be pursued within the various departments of the college or in cooperation with local business or industry. Periodic progress reports will be required at prearranged phase points of the project. Prerequisite: consent of the faculty advisor monitoring the project. **1 to 3 hours**

Solar energy experiment on top of Reed Science Hall.

Physics—46

G. Whitten, I. Newsham, V. Vail

The department of Physics offers courses: (1) for those students who wish intensive work in Physics to support graduate study or professional practice in the field of Physics, and (2) for those who require a general background in Physics for teaching, engineering, or the medical profession.

Major (Bachelor of Arts): 32 hours

Required:

Physics 201—General Physics I
202—General Physics II
246—Basic Physical Measurements
352—Electricity and Magnetism
385—Theoretical Mechanics
480—Seminar in Physics
587—Modern Physics I

Two courses selected from:

386—Theoretical Mechanics II
491—Optics
588—Modern Physics II

One course selected from:

371—Electronics for Scientists
493—Research in Physics

To be supported by:

Chem. 103—General Chemistry
114—Chem. for Physical Sciences
Math 147, 148, 361—Calculus

Two courses selected from:

Math 357—Differential Equations
351—Linear Algebra
459—Advanced Calculus I

Minor: 19 hours

Required:

Physics 201—General Physics I
202—General Physics II
246—Basic Physical Measurements

Teaching Major (Bachelor of Arts): 32 hours

Required:

The same as the regular Physics major, plus the Professional Education Sequence, including N.S. 477—Teaching of Natural Sciences.

Teaching Minor: 24 Hours

Required:

Physics 201—General Physics I
202—General Physics II
246—Basic Physical Measurements
477—Teaching of Physics

Major (Engineering Physics—Bachelor of Science): 41 hours

Required:

Physics 201—General Physics I
202—General Physics II
246—Basic Physical Measurements
352—Electricity and Magnetism
371—Electronics for Scientists
385—Theoretical Mechanics
386—Theoretical Mechanics
480—Seminar in Physics
493—Research in Physics (6 hours)
587—Modern Physics I
491—Optics
588—Modern Physics II

To be supported by

Nat. Sci. 107—Engineering Graphics
108—Introduction to Machine Shop
Chem. 103—General Chemistry
114—Chemistry for Physical Sciences
Math 147, 148—Calculus I and II
250—Compiler Languages
361—Calculus III
362—Calculus IV

Two courses selected from

Math 351—Linear Algebra
354—Numerical Analysis
357—Differential Equations
459—Advanced Calculus I

One course selected from

Chem. 301—Quantitative Analysis
310—Instrumental Methods of Analysis
382—Physical Chemistry I

A foreign language is required in meeting the General Education Requirements. German is recommended.

Courses

111—Introduction to Physics I Mechanics, Sound, Heat, Fluids. A non-calculus course for Life Scientists and General Education. Emphasis is on Life Science applications. Prerequisite: Math 131 (Algebra and Trigonometry) or its equivalent. **4 hours**

112—Introduction to Physics II Electricity, Magnetism, Optics, Atomic and Nuclear Phys-

ics. Continuation of Physics 111. Cannot be applied to an Engineering or Physics major. Prerequisite: Physics 111. **4 hours**

201—General Physics I Mechanics, sound, heat, geometrical optics. Lectures with demonstrations and recitations. 3 periods per week. Laboratory 4 hours per week. Corequisite: Math. 147 or equivalent. **5 hours**

202—General Physics II Physical optics, electricity, magnetism, atomic physics. Prerequisite: Physics 201. **5 hours**

246—Basic Physical Measurements A laboratory course dealing with the principles and instrumentation of modern physical measurements with applications to standardization and calibration, and measurements of nonelectrical quantities by electrical methods. 2 lecture-laboratory periods per week. Prerequisite: Physics 202. **3 hours**

352—Principles of Electricity and Magnetism A study of the laws of electrostatics, magnetism, electric and magnetic circuits, direct and alternating currents, oscillations, amplifying devices. Special emphasis is given to the theoretical aspects of the subject. Prerequisite: Physics 202. Corequisite: Math. 362. 3 lecture periods per week. **3 hours**

371—Electronics for Scientists An introduction to electronic instrumentation dealing with the principles and application of comparison methods, amplification, feedback, and servo systems. Analog and digital methods are discussed. Prerequisite: Physics 246 or Chemistry 382; corequisite Math. 361. 2 2½ hour lecture-laboratory periods per week. **3 hours**

385—Theoretical Mechanics A study of the statics of systems of particles and of rigid bodies; friction, work and energy, momentum, simple harmonic motion, centroids and moments of inertia are among the topics covered. 3 hours lecture per week. Prerequisite: Physics 202, Math. 361. **3 hours**

386—Theoretical Mechanics A continuation of the study of mechanics dealing principally with the dynamics of particles and of rigid bodies and the Lagrangian and Hamiltonian formulations of Mechanics. Prerequisite: Physics 385. **3 hours**

388—Geophysics (Same as Earth Science 388.) **3 hours**

460-470—Advanced Topics in Physics Three hour courses to be offered no more than once every two years as advanced topics. **For example, 460—Thermodynamics and Statistical Physics; 461—Quantum Mechanics. 3 hours**

480—Seminar in Physics A seminar course with papers presented by students. Required of all senior physics majors. Prerequisite: approval of instructor. **0 to 3 hours credit.**

491—Optics This subject deals with those optical effects associated with the wave aspects of light, and includes an introduction to the theory of relativity. 2 hours lecture, 2 hours laboratory per week. Prerequisite: Physics 352. **3 hours**

493—Research in Physics Original research in physics consisting of both literature research and laboratory work. Prerequisite: approval of instructor. (Up to 6 hours to be counted towards a major). **3 hours**

587—Modern Physics I (Atomic Physics) This deals with the foundation of atomic physics, and includes an introduction to quantum theory. 3 lecture periods per week. Prerequisite: Math. 361, Physics 202. **3 hours**

588—Modern Physics II (Nuclear Physics) A continuation of Physics 487, dealing with the atomic nucleus, with an introduction to high energy physics. 3 hours lecture per week. Prerequisite: Physics 587. **3 hours**

Prof. Virgil Vail is servicing an electronic instrument in an elaborate science technology service laboratory.

Norman Moore, assistant dean of instruction, and Dr. J. Ottis Sayes look over several items in the Religion Department Museum on the second floor of the Burke Administration Hall.

Division of Religion and Philosophy

J. Ottis Sayes, Chairman

The Division of Religion and Philosophy includes the Departments of Biblical Literature, Philosophy, Christian Education, and Theology. Practical as well as theoretical in scope, this division has certain immediate objectives which relate the specific aims of its departments to the general objectives of the College. Among these are the following: (1) to acquaint the student with the religious, cultural, and scriptural heritage of the Christian faith that he may be led to self-realization through a full commitment to Christ; (2) to help the student, through the various methods of thought, to arrive at the world view in harmony with both reason and revelation; (3) to help the student gain a sense of responsibility for evangelism and to apply Christian principles to the socio-economic and cultural problems of our day; (4) to prepare lay and ministerial students for a life of Christian service in the church and community; and (5) to prepare students for further graduate studies in their chosen fields.

Major (Religion): 42 Hours

Required:

Theology 115—Fundamentals of Christian Service
351—History of Christianity
353, 354—Systematic Theology
452—Church Administration
455—Homiletics
462—Evangelical Perfection
470—Evangelism and Missions
494—Pastoral Care
496—Field Training and Service
571—History and Polity of the Church of The Nazarene

Supporting courses: (may overlap general education requirements)

Literature, 6 hours; Philosophy, 6 hours; Social Science, 6 hours; History, 6 hours; Christian Education, 4 hours

Bib. Lit. 378—Old Testament Prophets
466—New Testament Writings
Psych. 101—Introduction to Psychology
Speech, 3 hours
Speech 104—Parliamentary Law
Music 377—Music in Worship

In the General Education Requirements, Theology 223 and Biblical Literature 459 are waived.

Major (Theology): 42 Hours

Required: Same as Religion including 6 hours of International Relations or Foreign Cultures option in Group V of General Education requirements.

Major (Religion and Philosophy): 35 hours

Required:

Theology 351—History of Christianity
353, 354—Systematic Theology
462—Evangelical Perfection
Phil. 141—Beginning Philosophical Systems
351—Ancient and Medieval Philosophy
352—History of Modern Philosophy

Ten additional hours of philosophy.

Minor: 16 Hours

Required: Theology 351, 3 hours of upper division Biblical Literature, with additional courses to be approved by the Chairman of the Division.

Course of Study for Ministers

Degree candidates are advised that the *Manual*, Church of the Nazarene, states the following minimum requirements for graduation from the Course of Study of ministers:

Biblical Literature, 12 Hours
Theology (including one semester of Doctrine of Holiness), 12 Semester Hours
Homiletics, Practics, and Christian Education, 12 Hours
Church History (including History and Polity of the Church of the Nazarene), 8 Hours
Evangelism and Missions, 4 Hours
English and Speech, 12 Hours
Philosophy and Psychology, 9 Hours
History and Social Science, 9 Hours
Science, 3 to 5 Hours

Biblical Literature—51

O. Sayes, W. Dean, K. Hendrick, G. Lyons, W. Woodruff

The aims of this Department are: (a) to lead students into an intelligent appreciation of the Bible as the foundation of our Christian faith and as an important factor in our civilization; (b) to give students a basic understanding of the organization and content of our English Bible, and to

acquaint them with the principal persons and events involved in Biblical history; (c) to train students in a sound interpretation of the Bible, and to help them to make practical applications to Christian doctrine, experience, and life; and (d) to acquaint students, especially those who are preparing for the ministry, with the origin and literary history of the Bible and with some of the more important problems of Bible study.

Major: 24 hours

Required: 24 hours upper division Biblical Literature, including New Testament Greek 331, 332, but excluding 459—Bible and Life.

To be supported by: Systematic Theology 353, 354. (The General Education Requirement for 223—Christian Doctrine is waived.)

Philosophy, 6 hours, Literature 6 hours, History, 6 hours. One supporting course must deal with the ancient and medieval period. Greek is required to fulfill the language requirement.

At least two elective courses from: Christian Education, Church History 351, Church Administration 452, Homiletics 455, History and Polity of the Church of the Nazarene 571.

Minor: 16 Hours

Required: Courses approved by the Department Chairman to include at least 12 hours in upper division work.

Courses

115—English Bible A general education course designed to survey the backgrounds and contents of the books of the Old and New Testaments. Attention is given to significant persons, events, and major teachings. Required of freshmen. **5 hours**

331, 332—New Testament Greek (Same as Greek 331, 332.) **3 hours each semester.**

355—The Books of Poetry and Wisdom A study of Hebrew poetry and the wisdom literature. Exegesis of selected Psalms and of portions of the other poetical books. Designed for general education. **2 hours**

361—Romans and Galatians A doctrinal and exegetical study of Romans and Galatians, with comparison of related passages in the other epistles. Attention is given to the principles of sound interpretation. **2 hours**

362—Christological Epistles An exegetical study of Ephesians, Philippians, and Colossians, involving a study of the Christian idea of salvation. **3 hours**

378—Old Testament Prophets A study of the contents, background and teachings of the major and minor prophets with exegesis of certain selected passages. **5 hours**

459—Bible and Life A general education course designed to crown the student's college career by relating the Bible to life and showing its influence upon various avenues of life, using it as a guide for everyday decisions. Special attention is given to the formulation of Biblical principles to meet life situations relating to its physical, social, educational, recreational, ethical aspects. Required of seniors. **2 hours**

466—New Testament Writings A study of the Pauline and General Epistles including Hebrews. A doctrinal and exegetical study designed for Bible majors and ministers. **5 hours**

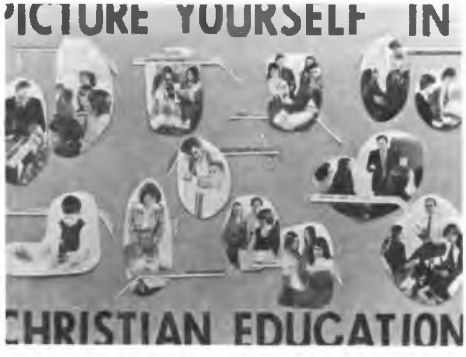
473—Synoptic Gospels A harmony study of the life and teachings of Christ as represented in the first 3 Gospels. Brief attention is given to the Synoptic problem. **3 hours**

571—Pentateuch A study of the historical and theological content of the Pentateuch. Special attention is given to the Mosaic legislation and the establishment of the Jewish nation. **3 hours**

574—Johannine Literature An exegetical study of the 5 books written by the Apostle John. Emphasis is laid upon the Gospel and the first Epistle. **3 hours**

575—Old Testament Historical Books A study of the content, background and teachings of the books of Joshua, Judges, I and II Samuel, I and II Kings, I and II Chronicles, Esther, Ezra, Nehemiah. **3 hours**

600-699—Graduate Level Courses Open to some seniors. See Director of Graduate Studies.



Philosophy—52

H. Engbrecht, A. Lilienthal

The objectives of the Department of Philosophy are:

1. To aid the student in developing and formulating a workable philosophy of life.
2. To aid the student in understanding the nature, methods, and value of philosophy.
3. To help the student in his search for reality, truth, and value.
4. To teach the student how to think cogently and soundly.
5. To cultivate in the student the facility of clear and perceptive language usage, both written and oral.
6. To provide for each student philosophical background and tools necessary for further study—for graduate work in philosophy, teaching, seminary, and active ministry.
7. To acquaint each student with the ideas of great historical thinkers in the world.
8. To provide for the student a world view which makes Christianity and "doing Philosophy" compatible.
9. To engender in each student a spirit of philosophy which is not only analytic and critical, but also creative and open-ended.
10. To guide the student to a level of maximum concreteness about all available human experience.
11. To unfold for each student the philosophical meaning of "Education with a Christian Purpose."

Major: 26 hours

Required:

Philosophy 141—Beginning Philosophical Systems
241—Logic: Rules of Correct Thinking
242—Ethics: What Ought I to Do?
351—Ancient and Medieval Philosophy
352—History of Modern Philosophy
371—History of 20th Century Philosophy
481—Philosophy of Religion
491—Epistemology
492—Metaphysics

Nine additional upper division hours approved by the Departmental Chairman.

To be supported by:

History, 6 hours
English 363—Greek and Roman Classics
Upper division English literature, 2 hours
Psych. 101—Introduction to Psychology
Sociology 121—Introductory Sociology
Upper division Theology, 6 hours (preferably Church History).

Minor: 14 hours

Required:

Phil. 141—Beginning Philosophical Systems
241—Logic: Rules of Correct Thinking
242—Ethics: What Ought I to Do?
351—Ancient and Medieval Philosophy
352—History of Modern Philosophy

Six additional upper division hours approved by the Department Chairman.

Courses

131—Introduction to Philosophical Issues An orientation to basic philosophical issues for the student who does not wish to pursue further philosophical studies. An analysis of contemporary living issues for a "NOW" generation. (Not to count as prerequisite to upper division courses.) **2 hours**

141—Introduction: Beginning Philosophical Systems A systematic inquiry into the fundamental philosophical ideologies of ancient, medieval, modern, and contemporary periods. A deliberate attempt is made to establish a firm and secure ground for further studies in philosophy. (Required for Majors and Minors in Philosophy and Religion. **2 hours**

241—Logic: Rules of Correct Thinking An analysis of the logical use of traditional and symbolic language, its function, form, misuses, and significance, especially in connection with the deductive and inductive forms of reasoning. **3 hours**

242—Ethics: What Ought I to Do? A theoretical study of the value principles by which men live; and investigation of the theories offered historically to such questions as "What ought man to do?" and "What is the good life?" **3 hours**

243—Aesthetics: What is Beauty and Art? A philosophical and scientific study of (a) works of art, (b) the processes of experiencing art, and (c) certain aspects of nature and human production outside the field of art especially in connection with the concept of the "beautiful" in form and sensory qualities. Recommended for Fine Arts majors in lieu of Phil. 131 or 141. **2 hours**

245—Philosophy of Science A systematic investigation of the nature of science, its methods,

presuppositions, logical structure and symbolic systems, its relations to value studies and historical context, and its empirical, rational, and pragmatic basis. (Recommended for Natural Science majors in lieu of Phil. 131 or 141). **2 hours**

351—History of Ancient and Medieval Philosophy An historical survey of the principle ideas of the Greek philosophers, especially Plato and Aristotle, and the Medieval philosophers, especially Augustine and Aquinas. Prerequisite: 2 hours, excluding 52-131, or with instructor's consent. Recommended for Religion majors. **3 hours**

352—History of Modern Philosophy An historical survey of the principle ideas of the philosophers of the Rennaisance, Continential Rationalism, British Empiricism, and the Nineteenth Century period of Ideology, with special emphasis given to Descartes, Locke, Hume, Kant, Hegel, and Schopenhauer. Prerequisite: 2 hours, excluding 52-131, or with instructor's consent. **3 hours**

355—History of Eastern Philosophy An historical survey of the principles ideas of ancient Indian, Chinese, and Jewish philosophy together with a development of more recent emphases on eastern thinking in Western civilization. Prerequisite: 2 hours of philosophy, excluding 52-131, or with instructor's consent. **3 hours**

371—History of Twentieth-Century Philosophy An historical survey of the principle ideas of pragmatism, idealism, logical positivism, phenomenology, Existentialism, and language analysis, prior to 1970. Prerequisite: 2 hours of philosophy excluding 131 or with instructor's consent. **3 hours**

390—Seminar in Philosophy A specialized analysis of a philosopher (or a group of philosophers) or significant historical distinction recommended to students of exceptional philosophical ability and background. Prerequisite: 52-141, 6 hours of history of philosophy, plus recommendation of Chairman of Philosophy Department. **1 to 4 hours**

481—Philosophy of Religion An investigation and analysis of religious consciousness, the theories it has evolved and their development and historic relationships in the cultural complex. Direct attention is given to problem of God's existence, human destiny, revelation and faith, miracles, verification-falsification issue, religious language, and religious experience. Prerequisite: 52-141, 52-351, 52-352, or with instructor's consent. Recommended for Religion majors. **3 hours**

490—Seminar in Philosophy A specialized analysis of a philosophical movement or problem involving individualized research and philosophical dialogue; recommended to students of exceptional philosophical ability and background. Prerequisite: 52-141, 6 hours of history of philosophy, plus recommendation of Chairman of Philosophy Department. **1 to 6 hours**

491—Epistemology: What are the Limits of Knowledge? A consideration and analysis of the origin, structure, methods, nature, and extent of knowledge in relation to its allied disciplines, viz., metaphysics, logic, and phychology. Prerequisite: 52-141, plus 8 hours of philosophy. **3 hours**

492—Metaphysics: What is the Nature of Being qua Being? An analysis of the nature of Being, the world, natural psychology, and natural theology with special attention given to more highly sophisticated theories of metaphysics. Prerequisite: 52-141, plus 8 hours of philosophy. **3 hours**

Christian Education—53

O. Sayes, J. Bowling.

The opportunities of service for volunteer and paid, professional workers in Christian education are multiplying. The demand for trained personnel is increasing for full-time directors of Christian education in local churches, week-day school teachers, and age-group directors. In addition local churches need V.B.S. directors and workers, Sunday school teachers, youth workers, and Caravan workers.

The Department of Christian Education provides training to individuals who feel called to this type of work. Some will be full-time staff persons. Others will supplement their vocational training in this area to increase their Christian service effectiveness.

The Department seeks to (1) acquaint students with the fundamental principles of Christian education, (2) offer a major for those who plan to devote full time to Christian education, (3) offer a minor for students who wish to supplement their vocational training with some skills in Christian service, and (4) help majors meet *Manual* requirements for commission as ministers of Christian Education.

Majors in Christian education are urged to take courses in music, business, radio, drama, speech, and art to increase their usefulness in the local church. For the minor in Church Music see page 76.

Major: 28 hours

Required:

C.E. 109—Intro. to Christian Education
110—Christian Education in the Local Church
451—History and Philosophy of Religious Ed.
452—Church School Administration
491, 492—Supervised Field Work
571—History and Polity of the Church of the Nazarene

13 additional hours of upper division work in C.E.

Required supporting courses:
Psy. 101—Introduction to Psychology
201—Developmental Psychology
Art 105—Crafts for Elementary Teachers
Speech 101—Fundamentals of Speech

Strongly recommended supporting courses:

Mus. 276—Elementary Conducting
Sp. 104—Parliamentary Law
144—Fundamentals of Dramatics
Eng. 341—Journalism

Minor: 18 hours

Required:

C.E. 109—Introduction to Christian Education
110—Survey of Christian Education in the Local Church
452—Church School Administration
491 or 492—Supervised Field Work in Christian Education,
Ten additional hours of upper division C.E.

Majors in Christian Education are advised the *Manual* of the Church of the Nazarene states the following minimum requirements for graduation from the Course of Study for ministers of Christian Education:

Biblical Literature, 12 hours.

Theology, including one course in Doctrine of Holiness, 8 hours.

Church History, including one course in History and Polity of the Church of the Nazarene, 6 hours.

Evangelism and Missions, 4 hours.

Church Music, 2 hours.

General and Educational Psychology, 6 hours.

Christian bducation, 18 hours.

English, Literature, and Speech, 8 hours.

Courses

109—Introduction to Christian Education A study of the needs, aims, methods, materials, and programs of Christian education. The agencies available in the local church for educational evangelism and the development of Christian character will be considered. Attention is given to present day problems and trends. **2 hours**

110—Survey of Christian Education in the Local Church A survey of the various agencies in Christian education including the Sunday school, youth groups, missionary society, home and extension services, weekday religious instruction and activities in the church and community. The organization and administration of all Christian education in the local church will be considered. **2 hours**

299—Summer Ministries in the Chruch of the Nazarene This course is designed to prepare the student for practical involvement in the summer ministries program of the Church of the Nazarene. It emphasizes the nature and background of the specific ministries, cross-cultural understandings, personal growth, Biblical understandings, chruchmanship, and special skills appropriate to these respective ministries. C.E. 109, 110, are helpful. **3 hours**

301—Principles and Methods for Christian Education A study of the principles of educational theory as they relate to the teaching ministries of the church, and a survey of practical teaching methods for use in the local church. **3 hours**

363—Christian Education of Children A study of the basic principles of child psychology in relation to the needs of the child, materials and methods for children's work in the nursery, beginner, primary and junior departments, and the administration of the church school program for children. Prerequisite: Psy. 101, Psy. 201 and either C.E. 109 or 110. Through 491 or 492 additional credit may be earned by actual involvement in teaching this age group. **2 hours**

364—Christian Education of Youth A study of adolescent psychology in relation to the nature and needs of young people, materials, methods and programs for youth work in the intermediate, senior and young people's departments, a suggested program of Bible study, evangelism, worship, recreation, and stewardship to win and hold the adolescent group. Prereq. Psy. 101, Psy. 201, and either C.E. 109 or 110. Through 491 or 492 additional credit may be earned by actual involvement in teaching this age group. **2 hours**

365—Christian Education of Adults A study of the nature and needs of the adult groups and materials and methods for teaching adults. Special attention is given to planning for the young adult group, missionary, stewardship and other Christian Service Training education in the local church. Prerequisite: Psy. 101, Psy. 201 and either C.E. 109 or 110. Through 491 or 492 additional credit may be earned by actual involvement in teaching this age group. **2 hours**

366—Contemporary Ministries A study of various ministries that are currently being used by the church. Such ministries as weekday programs, outreach ministries, camping, social programs, bus ministries, and campus ministries would be dealt with. The course would also be flexible enough to include new ministries as they develop in the life of the church. **3 hours**

367—Materials and Methods for Recreation Same as Physical Education 367. Prerequisites Psy. 101, Psy. 201, and either C.E. or 109 or 110. **3 hours**

377—Music in Worship Same as Music 377. **2 hours**

451—History and Philosophy of Religious Education The history of religious education as seen in the Old and New Testaments, church history, and modern times. An interpretation of the philosophy and significance of religious education in the growth and development of the Christian religion. Current major theories of religious and secular education compared with scriptural principles, formulation of a personal philosophy of religious education. Prerequisites: Christian Education 109. **3 hours**

452—Church School Administration (Same as Theology 452.) **3 hours**

464—Theories and Principles of Pastoral Counseling Same as Psy. 464, Psy. of Counseling, non-major segment only. **3 hours**

489—Problems in Christian Education Individual study of a practical problem in Christian education. The student must decide upon a problem, study it, and propose its solution. The major requirement is a written report of his research. Open to majors only. **2 hours**

491, 492—Supervised Field Work in Christian Education Each student is expected to arrange for participation in a practical experience in Christian education, i.e., teaching a class, working in Caravan, participating in a club or camp. One semester should be spent working in directing the Christian educational program as an assistant to the Director of Christian Education, if possible. Christian Education majors and minors only during Senior Year. **1 hour, both semesters**

495—Early Childhood Education (Same as Education 495.) **2 hours**

496—Community Recreation A course designed to give the student an understanding of the philosophical background of modern community recreation as well as the role of recreation in meeting the recreational needs of various societal groups. **3 hours**

497—Audio-Visual Aids in Christian Education (Same as Education 497.) **2 hours**

571—History and Polity of the Church of the Nazarene (Same as Theology 571.) **3 hours**

Theology—54

F. Benner, J. Bowling, W. Dean, C. W. Ellwanger, K. Hendrick, L. Parrott

The objectives of the Department of Theology are as follows: (1) to cultivate a fuller appreciation of the doctrines, and institutions of the Christian Church through a more adequate knowledge of their origin, development, and historical importance; (2) to emphasize the Arminian theology as interpreted by John Wesley and reconstructed by subsequent holiness movements, especially the Church of the Nazarene; (3) to train young ministers for effectiveness in preaching and efficiency in pastoral methods; (4) to acquaint the student with church government, especially the polity of the Church of the Nazarene; and (5) to inspire and train prospective pastors, evangelists, missionaries, and lay workers in effective methods of evangelism.

The course of study for licensed ministers in the Church of the Nazarene has been considered in the curricular planning of the Division of Religion and Philosophy. While required for ordination in the church, not all of these courses are necessarily included in the requirements for degrees. Students looking forward to ordination should be guided by their advisors in selecting courses needed for the completion of ordination requirements. See page 108.

Major and Minor—see page 109.

Religion

481—Philosophy of Religion A study of religion from the philosophical point of view. An examination of the contribution made by philosophy to the religion and the supplementary nature of

faith and reflective thinking in human life. Prerequisite: Philosophy 351 and 352. **3 hours**

486—Comparative Religion A study of the chief contributions of the major living religions of the world. It is recommended for all students concentrating in the field of doctrinal theology. **2 hours**

490—Seminar in Religion An extensive study of some area, or areas, in religion designed to afford opportunity for religion majors to do creative research. Limited to seniors. **1 or 2 hours**

Systematic Theology

223—Christian Doctrine A general education course involving a study of the fundamental doctrines of the church from a Biblical basis, as interpreted by the Church of the Nazarene. An attempt will be made to provide a background for further study and to acquaint every student with the essential doctrines of the Christian faith with special emphasis given to the Doctrine of Holiness. **5 hours**

353, 354—Systematic Theology A general survey of the doctrines of the Christian Church in the light of their scriptural foundation, philosophical implications, and historical development. Special attention will be given to the Arminian point of view in respect to the atonement and the doctrine of entire sanctification. Recommended for juniors. **5 hours both semesters**

462—Evangelical Perfection A study of the doctrine of Christian perfection with special emphasis on its Biblical and historical background. A survey will be made of the outstanding literature in this field, and especially the life and works of John Wesley. Careful consideration will be given to the implications of Christian perfection for personal experience and practical living. Prerequisite: Theology 353, 354. **2 hours**

Church History

351—History of Christianity A survey of the history of the church, supplemented with lectures and readings giving particular attention to the theological contributions of representative men. **5 hours**

359—Renaissance and Reformation (Same as History 359.) **3 hours**

571—History and Polity of the Church of the Nazarene A survey of the major types of evangelical church polity in their historical development will lead to an exhaustive study of the *Manual* of the Church of the Nazarene. The history of the denomination will be carefully surveyed. **3 hours**

Practics

115—Fundamentals of Christian Service A course designed to acquaint the student with the foundation and avenues for fulfilling the special call to service and to introduce Olivet's Ministerial Training objectives. Required of all freshmen in the ministerial training program. **3 hours**

452—Church Administration A comprehensive study of the organization and activites of the local church. Business administration; methods of publicity, evangelization program; ministerial ethics; relation of the church to the district and general program. Particular attention will be given to Nazarene polity. **3 hours**

455—Homiletics The character of the sermon; the several types of sermons; finding source materials; the major divisions of the sermon; introduction, body, illustrations, conclusion. Analysis of great sermons. Practice in preparation and delivery of sermons. Class criticism. **3 hours**

470—Evangelism and Missions A study of World evangelism with emphasis upon history and methods. Attention is given to the public and personal proclamation of the Gospel in revival and personal work both at home and abroad by the Church of the Nazarene. **4 hours**

477—Hymnology (Same as Music 477.) **2 hours**

494—Pastoral Care A study of the theory, principles, methods, and resources of an effective pastoral ministry to individuals and small groups as it relates to specific needs of people in various stages and circumstances of life. Special attention will be given to the pastor's ministry during human crises such as illness, pain and grief, marriage and family relationships, death, alcoholism, aging, inter-personal relationships. Attention will also be given to the techniques of pastoral calling in homes, counseling sessions and guidance. **3 hours**

496—Field Training and Service Prerequisites: Senior standing, approval by the committee on Ministerial Training and the completion of academic portion of the Ministerial Program. **1 to 6 hours**

600-699—Graduate Level Courses Open to some seniors. See Director of Graduate Studies.

Ministerial Certificate Program

The ministerial certificate program is designed to meet the needs of mature persons preparing for the ministry who do not qualify for admission to a degree program, or who otherwise find it impractical to pursue such a program. The student is strongly advised to use the degree program if he qualifies for it.

While there are no formal academic requirements for admission to this program, students must complete the orientation program before registering for courses. Students in the College may transfer to this program only on the joint recommendation of the Scholarship and Admissions Committee and the Director of the program.

Credits earned in this program may not be counted toward a degree program. Work done will be marked S-Superior; G-Good; M-Medium; P-Poor; U-Unsatisfactory. Record of work taken may be sent to the District Board of Ministerial Studies to be applied on the Course of Study for Ministers as outlined in the *Manual* of the Church of the Nazarene. The Ministerial Certificate Program is designed to satisfy the *Manual* requirements for the Course of Study for Ministers. *(See page 108).*

The Certificate is awarded upon satisfactory completion of the 93-94 hours of work listed below.

Biblical Literature—12 hours
- Bib. Lit. 115—English Bible
- Bible Electives

Theology—12 hours
- Theol. 353, 354—Systematic Theology
- Theol. 462—Evangelical Perfection

Practics and Christian Education—25 hours
- Chr. Ed. 109—Introduction to Christian Education
- Chr. Ed. 110—Survey of Christian Education in the Local Church
- Theol. 115—Fundamentals of Christian Service
- Music 377—Music and Worship
- Theol. 452—Church Administration
- Theol. 455—Homiletics
- Theol. 470—Evangelism and Missions
- Theol. 496—Field Training

Church History—8 hours
- Theol. 351—History of Christianity
- Theol. 571—History and Polity of the Church of the Nazarene

English and Speech—12 hours
- Eng. 103, 104—Freshman Composition
- Eng. 109, 110—Introduction to Literature
- Speech (including Speech 104)

Philosophy and Psychology—9 hours

History and Social Science—9 hours

Natural Science—4-5 hours

Miss Jean Marangu, ONC student, gave her testimony in English on a trip to Guatemala with a class on Nutrition and Health in January, 1978. Nazarene missionary Harold Ray translated into Spanish, and pastor Gregario Bin then translated into Kekchi for the understanding of the people in the audience.

Dr. Joseph Nielson makes plans for a session of the Institute for Church Management for Nazarene ministers.

Division of Social Sciences—61

Joseph F. Nielson, Chairman

The Division of Social Sciences consists of the Departments of Business Administration and Economics, History and Political Science, Home Economics, Sociology and Anthropology. Service courses in Geography are also available.

This Division seeks to develop in the student the following: (1) A general understanding of social institutions, past and present, their development and problems; (2) An acquaintance with the political, economic, and social ideals and practices in American democracy; (3) An interest in, and a grasp of the social sciences with an opportunity to specialize in one or more fields; (4) An acquaintance with scientific methods of research in the study of society.

Social Science—61

Major: 54 Hours

Required:

Econ. 111, 112—Principles of Economics
History 101—Modern European History
102—Modern European History, 1815 to the Present
Sociology 121—Introductory Sociology
Soc. Sci. 597—Seminar in Social Science

At least 24 hours of upper division courses. Course work is to be distributed as follows: 24 hours in one department, 8 hours from each of two other departments; additional hours may be from above department or other areas of the division.

Teaching Major: 54 hours

Required: Same as above plus the Professional Education Sequence, including So. Sci. 478—Teaching the Social Studies. The 24 hour area must be in history with a minimum of 8 hours in U.S. History and 8 in General and European History.

Teaching Minor: 24 hours

Required: **Option A**—16 hours of history including 8 hours in U.S. History and 8 in general or European History. 8 additional hours from Division of Social Science.

Option B—8 hours each from two of the following areas: economics, geography, political science, and sociology. 8 additional hours from the Division.

Courses

478—Teaching the Social Studies A course in education dealing with the problems and methods of teaching history and the social sciences. Intended for those who plan to teach in this field in the secondary school. Not counted toward the non-teaching major or minor. **2 hours**

597—Seminar in Social Science A course to correlate the fields of social science and summarize current problems of society with a view of their possible solutions. The student will be required to apply social science research methods to a topic of interest. **3 hours**

Business Administration—62

L. Anderson, K. Armstrong, T. MacKay, E. Roberts, G. Shea

The purpose of this Department is to give students a basic knowledge of the activities in the business and economic world. A knowledge of economic forces is a part of the background for any cultured and intelligent citizen. This knowledge, together with business skills, is fundamental to those who contemplate a career in such fields as general business, accounting, management, insurance, merchandising, secretarial work, teaching of business subjects in the high school, or Christian service such as the ministry or missionary work.

The non-teaching major provides the student with a basic core curricula and permits a choice of emphasis from any one of four areas of specialization including management, marketing, finance, or secretarial.

Major: 36 to 38 hours

Required Core

Acct. 105, 106—Principles of Accounting

Bus. Admin. 260—Principles of Management
341—Business Statistics
351, 352—Business Law
Econ. 111, 112—Principles of Economics

Option A: Management

Bus. Admin. 461—Industrial Management
469—Personnel Management
490—Business Policy and Strategy
Econ. 360—Labor Problems

Option B: Marketing

Bus. Admin. 353—Marketing
354—Retail Merchandising
362—Salesmanship
Econ. 352—Consumer Economics

Option C: Finance

Acct. 355, 356—Intermediate Accounting
Bus. Admin. 473—Investments
Econ. 362—Money and Banking
364—Business Cycles

Option D: Secretarial

Bus. Ad. 222—Transcription
359—Business Correspondence
368—Office Machines
369—Office Practice
376—Secretarial Procedures

To be supported by six hours of Psychology,
Math. 117—Finite Math. for Business
125—Concepts of Computer Science
or three additional hours of Mathematics.
Three hours of Speech,
A minor of at least 16 hours.

Math 147—Calculus I and Math 148—Calculus II are recommended for students going on to graduate studies.

Minor: 16 hours

Required:

Acct. 105, 106—Principles of Accounting
Six hours of courses numbered 300 and above from any of the three fields of Accounting, Business Administration and Economics

Teaching Major: 34 hours

Required:

Option A (includes shorthand):
Econ. 111, 112—Principles of Economics
Bus. Adm. 102—Introduction to Business
Acct. 105, 106—Principles of Accounting
114—Typewriting
222—Transcription
351, 352—Business Law
368—Office Machines
369—Office Practice
376—Secretarial Procedures

Supported by the Professional Education Sequence including:

472—Teaching Shorthand and Typewriting

Option B (excludes shorthand):
Econ. 111, 112—Principles of Economics
Bus. Adm. 102—Introduction to Business
105, 106—Principles of Accounting
114—Typewriting
351, 352—Business Law
355, 356—Intermediate Accounting
368—Office Machines
369—Office Practice
Supported by the Professional Education Sequence including:
471—Teaching Bookkeeping and General Business

Teaching Minor: 22 hours

Required:
Option A (included Shorthand):
Econ. 111—Principles of Economics
Bus. Adm. 102—Introduction to Business
Acct. 105—Principles of Accounting
114—Typewriting
222—Transcription
351—Business Law
368—Office Machines
369—Office Practice

Supported by
472—Teaching Shorthand and Typewriting.

Option B (excludes shorthand):
Econ. 111—Principles of Economics
Bus. Adm. 102—Introduction to Business
Acct. 105, 106—Principles of Accounting
114—Typewriting
351—Business Law
368—Office Machines
369—Office Practice
Supported by
471—Teaching Bookkeeping and General Business

Associate of Arts Degree in Secretarial Science

Business Requirements: 28 hours

Bus. 105, 106—Principles of Accounting
114—Typewriting
222—Transcription
260—Principles of Management
351, 352—Business Law
368—Office Machines
369—Office Practice
376—Secretarial Procedures

Electives: 7-8 Hours

In completing the General Education requirements (Catalog, p. 16), include

Group IV:

Bus. 102—Introduction to Business

Psych. 101—Introduction to Psychology

Group VI:

Bus. 359—Business Correspondence in place of Eng. 104.

Courses

102—Introduction to Business An introductory survey course in the field of business management. Such topics as business as a career, locating and organizing a business, financing, buying and selling, planning and budgeting and personnel management are included. **3 hours**

113, 114—Typewriting Instruction and practice in typewriting by "touch" control. Technique; rhythm; accuracy; speed; letter writing; arrangement problems; legal documents; personal typing; tabulation and stencil cutting. 113 is not open to those who have had high school typing. **3 hours both semesters**

115, 116—Shorthand A study of the elementary principles of Gregg shorthand. Emphasis of building speed in writing and transcription. 15 is not open to those who have had high school shorthand. **3 hours both semesters**

117—Finite Mathematics with Business Application (Same as Mathematics 117.) **3 hours**

222—Transcription Advanced work to develop speed in transcription. General business and vocational dictation. Prerequisite: Business 116, or one year of high school shorthand. **3 hours**

260—Principles of Management Emphasizes management as a process present in and necessary to all formal organizations. Analyzes the management process with emphasis on management concepts, objectives and ethics; and the management functions of planning, organizing, leading and controlling. **3 hours**

341—Business Statistics An introduction to statistical methods, including sampling, measures of dispension, averages and statistical inferences. The application of statistical methods in the evaluation of business problems is emphasized. **3 hours**

351, 352—Business Law A study of the law of contracts, negotiable instruments, sales, real and personal property, insurance, partnership, corporations, agency, and business crimes. **3 hours both semesters**

353—Marketing A course in the distribution of raw materials, manufactured goods and agricultural products. Marketing functions, principles and problems of general marketing, the place of middlemen in the marketing structure, type of retail outlets, price policies, and unfair competition will be studied. Prerequisite: Economics 112. **3 hours**

354—Retail Merchandising A study of the fundamentals of retail selling, including store management, personnel problems, advertising, store layout, equipment, accounting, and credit management. **3 hours**

359—Business Correspondence Consists of remedial work in English fundamentals; treatment of letter mechanics; presentation of principles of effective writing; and writing of administrative sales and application letters, with emphasis on training for the business correspondent. **3 hours**

362—Salesmanship Emphasis is given to personal selling and its role in the marketing structure. Attention is given also to principles of sales force organization and operation. **3 hours**

366—Insurance (Same as Economics 366.) **3 hours**

368—Office Machines An introduction to the basic office machines including 10-key and full-keyboard listing machines; key-drive and automatic rotary calculators; and electronic calculators. To provide for instruction and practice on these machines until a reasonable degree of proficiency is attained. **2 hours**

369—Office Practice Study and practice to develop a reasonable degree of proficiency in the use of mimeograph and directprocess duplicators; dictating and transcribing machines; electric typewriters; and filing procedures. **2 hours**

376—Secretarial Procedures A study of secretarial procedures, with emphasis on integrating the secretarial skills and knowledges in problem-solving and production work typical of the secretary's role in the modern business office. Prerequisite: Bus. Ad. 114 and 222. **3 hours**

461—Industrial Management Evaluates the management problems of an industrial enterprise, including effective organization. The problems of products, facilities, machinery and equipment, employee relations, work and wages and control procedures are covered. Prerequisite: Bus. 260. **3 hours**

469—Personnel Management Presents principles and current practices in handling personnel as individuals and as groups, with emphasis upon role of operating supervisors, executives and the union in dealing with such problems as selection, placement, training, wage and salary administration, promotion, transfer, fringe benefits, employee services, and management-labor relations. Prerequisite: Bus. 260. **3 hours**

471—Teaching Bookkeeping and General Business Principles and methods in teaching bookkeeping and general business, including objectives, methods of approach, lesson planning and presentation, and techniques in classroom procedure. **2 hours**

472—Teaching Shorthand and Typewriting Principles and methods in teaching typewriting and shorthand, including objectives, methods of approach, lesson planning and presentation, and techniques in classroom procedure. **2 hours**

473—Investments An evaluation and analysis of the various securities that may become a part of our investment program. Emphasizes the organization and function of the major securities markets. Basic determinants of investment values are considered. **3 hours**

477—Real Estate Provides bases for understanding the economics of real property and the techniques of handling real property transactions for the student of business administration, for the practitioner, and for the consumer who desires to learn how to select, finance and maintain property, either for a home or for an investment. **2 hours**

487—Field Placement Designed to allow the student to integrate principles learned in the classroom by working in a business situation. The program is under the joint planning and supervision of the business involved and departmental faculty. The course is intended to help the student bridge the gap between theory and practice. **3-5 hours**

490—Business Policy and Strategy Integrates the skills mastered in the various departmental specializations by assisting students in developing various models for decision making and applying these models to various business situations. **3 hours**

Accounting—63

The purpose of the accounting major is to provide a broad background of accounting principles, practices and procedures to enable the student to prepare for accounting and management responsibility especially in the field of finance. A major in accounting will also provide the student with the courses required to sit for the CPA examination in any state. Successful completion of the major will include an emphasis on the theoretical knowledge necessary to pass the CPA examination.

Major: 43 Hours

Required:

Accounting 105, 106—Principles of Accounting
355, 356—Intermediate Accounting
357—Cost Accounting
365—Income Tax Accounting
367—Auditing
463, 464—Advanced Accounting
Bus. Admin. 341—Business Statistics
351, 352—Business Law
490—Business Policy and Strategy
Econ. 111, 112—Principles of Economics

To be supported by

Math 117—Finite Math. with Business Applications
CS125—Concepts of Computer Science
Psych. 101—Introduction to Psychology
Speech 101—Fundamentals of Speech
and a minor of at least 16 hours approved by the Chairman of the Department.

Minor: 20 hours

Required:

Acct. 105, 106—Principles of Accounting
355, 356—Intermediate Accounting
367—Auditing
and either
357, 358—Cost Accounting,
or 463, 464—Advanced Accounting

Courses

105, 106—Principles of Accounting A study of the principles of bookkeeping and accounting. Such topics as recording transactions, posting to ledger accounts, adjusting and closing accounts, use of business forms, and preparation and interpretation of financial statements will be treated. The course emphasizes proprietorship and corporation accounting. **3 hours both semesters**

355, 356—Intermediate Accounting Treats such phases of accounting as accepted principles and procedures for setting up working papers and financial statements; correction of prior years' earnings; handling ownership, asset, and liability accounts in a corporation; interpretation of financial statements; analysis of working capital operations; statement of application of funds; and income tax allocation. **3 hours both semesters**

357, 358—Cost Accounting The utilization of basic cost accounting principles, practices and procedures for industries using either a process job order or a standard cost system. The effec-

tive use of cost accounting as a management tool is emphasized. **3 hours both semesters**

365—Income Tax Accounting Presents an analysis and interpretation of the Federal Income Tax Laws. Emphasizes the legal concepts of income, deductions and exemptions. The information is applied in a practical way through the preparation of returns for individuals, partnerships and corporations. **2 hours**

367—Auditing Presents the purposes of audits as conducted by the certified public accountant. Emphasizes the principles of auditing and the types of audits normally made. Professional ethics and legal responsibility are considered. A specific program for each phase of the audit is outlined in detail. **2 hours**

463, 464—Advanced Accounting Accounting principles and procedures for partnership ventures, consignments, installment sales, and parent and subsidiary relationships are emphasized. Special purpose statements such as Statement of Affairs and Realization and Liquidation Reports are presented. **3 hours both semesters.**

487—Field Placement (Same as Bus. Ad. 487). **3-5 hours**

Economics—64

Minor: 16 Hours

Required: 111 and 112 and 6 hours of upper division.

A teaching minor is not offered.

Courses

111, 112—Principles of Economics A general course in the fundamental principles governing production, distribution, consumption, and exchange of wealth. It is designed to encourage an understanding of our economic system. **3 hours, both semesters**

208—Comparative Economic Systems This course concentrates on the political, cultural, and economic development of five major world regions: the communist-bloc countries, Western Europe, the oil-rich nations, the highly industrialized nations, and the less-developed countries. **3 hours**

341—Business Statistics (Same as Business 341.) **3 hours**

352—Consumer Economics Emphasizes basic problems of the consumer, including borrowing for consumption, housing, insurance, investments, family budgets, quality standards, buying, and frauds. The purpose of the course is to make the student aware of the problems of the consumer in a competitive economy. **3 hours**

353—Marketing (Same as Business 353.) **3 hours**

360—Labor Problems Presents an historical evaluation of development and rise of the labor movement. Especially emphasizes the impact of law on the development of union activity. Evaluates the problems of union-management relationships in the current economic environment. Prerequisite: Bus. 260. **3 hours**

362—Money and Banking A survey of the financial organizations of society, including the functioning and characteristics of money and credit, investment banking, trust companies, commercial banking, with emphasis on the Federal Reserve System. Current money and banking problems are evaluated in conjunction with the theoretical concepts studies. **2 hours**

363—International Economics A study of the theory of international trade with a view to understanding how trade is carried on and determining a policy for the various countries to follow in the future. **3 hours**

364—Business Cycles A survey of the history of business cycle theory. The phases of the business cycle are examined in an effort to isolate causes and effects of the cycle. The proposed theories of control of the business cycle are evaluated in terms of current problems. Special emphasis is placed on government intervention and control. **3 hours**

366—Insurance A general study of insurance and its economic significance to businessmen and society. **3 hours**

473—Investments (Same as Business 473.) **3 hours**

477—Real Estate (Same as Business 477.) **2 hours**

537—Economic History of the United States This will acquaint the student with classical, neo-classical, and contemporary economic thought. These will be interwoven with the chronological economic history of the United States. Emphasis will be placed on the economic thought inherent in our past, present, and future economic policy and will include an evaluation of these policies. **3 hours**

History and Political Science—65

W. Snowbarger, H. Humble, B. Isaacs, J. Stocks

The purpose of the Department of History and Political Science is to acquaint students with the heritage of the past and to place present political, economic, and social problems in their historical perspective.

Majors in history are urged to secure a reading knowledge of French or German and to acquaint themselves with subjects closely related to history in the social sciences.

Major: 30 Hours

Required:

Hist. 101—Modern European History, 1500-1815
102—Modern European History, 1815 to Present
121, 122—U.S. History Survey
371—Ancient History
494—Readings in History (three hours)
or 597—Historical Method and Bibliography

At least 14 hours in the upper division. To be supported by a 16 hour minor or at least one supporting course from each of the fields of Geography, Economics, American Literature, Political Science, and Sociology.

Teaching Major: 32 Hours

Required:

101—Modern European History, 1500-1815
102—Modern European History, 1815 to the Present
121, 122—U.S. History Survey
371—Ancient History
either
494—Readings in History (3 hours),
or 597—Historical Method and Bibliography

Plus 14 additional hours of History or Political Science, 8 of which must be upper division. Supported by The Professional Education Sequence including
Soc. Sci. 478—Teaching the Social Studies.

Minor: 16 Hours of History

Required:

Pol. Sci. 123—American Government
and no less than 6 hours of upper division work in political science

Teaching minor: 24 Hours

Required:

101—Modern European History, 1500-1815
102—Modern European History, 1815 to Present
121, 122—U.S. History Survey

One additional course from United States History and one from General or European History. Six hours must be upper division.

General and European History

101—Modern European History, 1500-1815 A general survey of Europe from the age of the great discoveries to the close of the Napoleonic Wars. **3 hours**

102—Modern European History, 1815 to the Present A study of the development of European nationalism, liberalism, and imperialism; world wars; reconstruction. **3 hours**

355—Europe, 1815-1914 An intensive study of the cultural and political aspects of Europe from the Congress of Vienna to the first World War. **3 hours**

356—Europe, 1914 to Present A study of the political and cultural forces of Europe from the first World War to the present. **3 hours**

359—Renaissance and Reformation A study of European History from 1300 to 1600. Special attention is given to such topics as the formation of modern nations, economic and cultural changes. The religious changes are traced through the Protestant Reformation and the Catholic Counter Reformation. **3 hours**

361—Russian History A political and social history of Russia from the Kievan Period to the present. Special attention is given to the social movements that characterized much of the nineteenth century and the conditions that contributed to the Revolution of 1917. The subsequent Bolshevik regime and the place of Russia on the modern world are also studied. **3 hours**

363—Latin American History Emphasis placed upon the interpretation of the political, economic, religious, and social aspects of the Latin-American countries. The course is topical in its outline. **3 hours**

371—Ancient History A survey of the cultures and institutions of the ancient civilizations which contributed most to the foundations of Western civilization, from earliest times to the fall of the Roman Empire in 476. Emphasis is placed on the Greek and Roman achievements. **3 hours**

375—Constitutional History A study of the British and American constitutions in their historical setting. Recommended for all pre-law students. **3 hours**

376, 377—English History, to 1750, since 1750 A study of the evolution of English-Commonwealth institutions from the earliest times to the present. Emphasis is placed on the constitutional, religious, economic, and diplomatic developments. **3 hours, both semesters**

494—Readings in History 1 to 4 hours

597—Introduction to Historical Method and Bibliography An introduction to problems of historical research and the use of the library. Recommended for all majors contemplating graduate work. Prerequisite: 20 hours of history. **3 hours**

United States History

121, 122—U.S. History Survey A survey course of the history of the United States, covering the period from the discovery of America to the present. **3 hours both semesters**

481—Colonial Period in American History A study of the cultures and institutions in the English colonies of North America, and the local conditions that shaped them into an American product. **3 hours**

486—Civil War and Reconstruction A study of the period 1850 to 1876, including the causation of the war, foreign relations, and the problems of reconstruction. **3 hours**

487, 488—Recent U.S. History Beginning with the 1890's and continuing the the present day, a study is made of such problems as the government and business, reform movements, foreign relations of the United States, and her present place in world politics. **3 hours, both semesters**

Political Science—66

123—American Government A study of the structure and functions of the federal government in the United States. **3 hours**

125—Illinois Government A study of Illinois Government with special attention to constitutional development and the organization and functioning of the government. (This course is designed to meet certification requirements for students planning teach in this state.) **1 hour**

241—Political Parties A study of the nature of political parties and the part they play in American government. Party principles, policies, and contemporary political issues are examined. Attention is given to party organization, nominating methods, boss rule, and campaign methods. **3 hours**

365—World Politics A study of diplomacy, nationalism, war, and the forces underlying politics among nations. The merits of power, morality, law, public opinion, and the possibility of world government are considered. **3 hours**

369—Contemporary Political Thought A survey of ancient, medieval and early modern political thinkers. An analysis and discussion of contemporary political expressions, as Marxist-Leninist communism, democracy, socialism, fascism, and syndicalism. Some attempt is made to distinguish between conservatism and liberalism. **3 hours**

497—Readings in Political Science 1-4 hours

498—Political Science Research Methods 3 hours

Home Economics—67

R. Wickland, G. Kindred

The Department of Home Economics offers the student a broad curriculum with basic fundamentals in many areas of home economics. By careful selection of courses in the program, a student may prepare for entrance into special fields of interest such as dietetics, interior decoration, fashion design, home economics journalism, social welfare, research or

testing in a specific area of home economics, foods services, home economics extension, child welfare agency work, special government work related to home economics, demonstration, teaching, or institutional food managements.

Certain home economics courses may apply as social science credit toward a social science major with the approval of the Chairman of the Division.

Non-Teaching Major: 36 Hours

Required:

Option A

H.E. 101—Orientation to Home Economics
111—Textiles
112—Clothing Construction
or 230—Flat Pattern
121—Introduction to Nutrition
122—Food Preparation
201—Human Growth and Development
232—Marriage and the Family
352—Consumer Economics
368—Marketing and Meal Management
390—Principles of Home Management

Eight additional hours recommended by the Chairman of the Department in area of concentration. A minor from another department.

Option B—A concentration of hours in one area, supplemented by courses from other areas or courses as required by the American Dietetic Association, subject to approval by the Chairman of the Department. To be supported by Chem. 101. A minor from another department.

Teaching Major: 37 Hours

Required:

H.E. 101—Orientation to Home Economics
111—Textiles
112—Clothing Construction,
or 230—Flat Pattern
121—Introduction to Nutrition
122—Food Preparation
137—Home Furnishings,
or 138—Home Furnishings II
201—Human Growth and Development
352—Consumer Economics
390—Principles of Home Management
475—Curriculum and Methods of Teaching in Home Economics including Adult Education

Three additional hours from the Department.

494—Home Management Options

Select two of the following options:

232—Marriage and the Family
331—Costume Design
482—Tailoring
368—Marketing and Meal Management
or another foods course.

To be supported by Chemistry 101—Introduction to Chemistry and the Professional Education Sequence, including 475 Teaching Home Economics

Minor: 16 Hours

Required:

H.E. 112—Clothing Construction
or 230—Flat Pattern
122—Food Preparation
137—Home Furnishings
or 138—Home Furnishings II
201—Human Growth and Development
or 232—Marriage and the Family
352—Consumer Economics

Teaching Minor: 24 hours

Required:

H.E. 111—Textiles
112—Clothing Construction
or 230—Flat Pattern
121—Introduction to Nutrition
122—Food Preparation
137—Home Furnishings
or 138 Home Furnishings II
201—Human Growth and Development
or 232—Marriage and the Family
352—Consumer Economics

Teaching Minor: 24 hours

Required

H.E. 111—Textiles
112—Clothing Construction
or 230—Flat Pattern
121—Introduction to Nutrition
122—Food Preparation
137—Home Furnishings
or 138 Home Furnishings II
201—Human Growth and Development
or 232 Marriage and the Family
352—Consumer Economics

Three additional hours from the Department.

Associate of Arts Degree for Dietetic Technician

Required:

121—Introduction to Nutrition
122—Food Preparation
280—Dietetic Technician—10 hours
360—Foodborne Disease Control
367—Quantity Foods
368—Marketing and Meal Management

370—Diet Therapy and Community Nutrition
374—The World Food Problem
389—Institutional Management
496—Projects in Home Ec. (1 hour)

To be supported by

Chem. 101—Introduction to Chemistry
Bus. Adm. 105—Principles of Accounting
469—Personnel Management

In completing the General Education requirements (Catalog, p. 16) include Biol. 140—Hygiene and Sociology 121—Intro. to Sociology.

Courses

101—Orientation to Home Economics A review of the development of home economics as a profession; the philosophy, and a study of the careers open to home economics graduates. Required for majors unless waived by Department Chairman. **1 hour**

111—Textiles A study of textiles including an analysis of finishes, fiber content, and weaves in relation to construction, care, durability and suitability to purpose. No construction. **3 hours**

112—Clothing Construction The application of principles of proper selection, construction, and fitting. Suitable to the beginner. 2 field trips required. Lecture and laboratory. *A student with 3 years of high school Home Economics or sufficient 4-H experience may go directly into H.E. 230. Other students may be admitted to H.E. 230 by demonstrating suitable achievement by examination. **3 hours**

121—Introduction to Nutrition A study of the nutritive value of foods and the application of these principles in selection of an adequate diet and maintenance of good health. **3 hours**

122—Food Preparation Principles, techniques, and processes involved in the preparation of food. Lecture and laboratory. **3 hours**

137—Home Furnishings A study of styles of furniture, selection and arrangement of furniture, and the principles of art and design as used in furnishing a home. 2 field trips required. **3 hours**

138—Home Furnishings II A detailed study of styles of furniture with emphasis on furniture repair and upholstery. Two field trips required. **3 hours**

201—Human Growth and Development A survey of human development from birth to maturity with practical experiences and observations of children. (Same as Psych. 201.) **3 hours**

227—Housing and House Planning A survey of factors affecting present-day housing; problems involved in achieving adequate housing for all ages, with emphasis on architectural design, efficiency planning, construction problems, and financing. **2 hours**

230—Flat Pattern Use of a commercial basic pattern altered to fit the individual and to create many styles in present day fashion. At least two garments are constructed by the student after practice in pattern designing from miniature basic patterns. Students with previous experience in clothing construction may enroll. Lecture and laboratory. **3 hours**

232—Marriage and the Family (Same as Soc. 232.) **3 hours**

280—Dietetic Technician Field Experience Field experience in dietary departments of health care institutions that provide learning opportunities under the direction of an American Dietetic Association Dietitian. Emphasis in menu planning purchasing of foods and supplies, meal service and distribution scheduling, supervising and evaluating employees, supplemented by conference and seminar discussions. **1 to 10 hours**

331—Costume Design A survey of the history of costume design; use of art principles for designing clothing suited to figure type and personality; current trends in costume design. Construction of creative design. **3 hours**

352—Consumer Economics (Same as Econ. 352.) **3 hours**

360—Foodborne Disease Control This course offers practical information about the common foodborne diseases, the conditions that favor their transmission, the methods that effectively control them, and the legal and administration aspects of control and enforcement. **2 hours**

362—Human Nutrition (Same as Biol. 362.) **3 hours**

367—Quantity Foods Standard methods of quantity food production in menu planning for institutions determining food costs and experiences in food service. Lecture and laboratory. **3 hours**

368—Marketing and Meal Management Principles of planning, purchasing, preparing, and serving adequate meals for a family. Lecture and laboratory. **3 hours**

370—Diet Therapy and Community Nutrition A study of diet in relation to its role in the body to maintain health and to correct nutritional deficiencies occasioned by surgery or special illnesses. **3 hours**

374—The World Food Problem (Same as Sociology 374.) **3 hours**

385—Home Equipment Principles related to the selection, use and care of household equipment. **3 hours**

389—Institutional Management Presents the principles of management relative to selection of equipment, operational procedures, time and energy of personnel, financing and money management. **3 hours**

390—Principles of Home Management A study of the principles of managing the activities in the home, including the use of family resources to achieve goals. **3 hours**

475—Curriculum and Methods of Teaching in Home Economics Including Adult Education A study of home economics programs at all levels including adult education, Federal and State vocational programs. Includes a study of the philosophy of home economics and how it relates to the total program of education today. Three hours may apply toward the teaching major. The other two satisfy the special methods requirement in the Professional Education Sequence. Prerequisites: Psy. 101, H.Ec. 201, Ed. 249, and 351. **5 hours**

482—Tailoring A study of good construction techniques on ready made clothing, and an application of techniques in tailoring by construction of an ensemble. Prerequisite: H. Ec. 112 or 230, by permission. Lecture and Laboratory. **3 hours**

486—Supervised Student Teaching of Home Economics in the Secondary Schools Off campus student teaching for 8 weeks under the supervision of an approved teacher. **8-9 hours**

488—Nutritional Biochemistry and Metabolism (Same as Biol. 488.) **5 hours**

494—Home Management Options Responsibility of solving problems involved in management of present day homes. Emphasis on food management, use of equipment, and evaluation of projects. Laboratory. Prerequisite: Home Ec. 390. **3 hours**

496—Projects in Home Economics A student may select a special project as an individual field experience, research or study. Included are seminar in dietetic technician, field experience in child care, retailing and salesmanship, special experience in vocational schools, or a variety of creative crafts. The credit received depends on the time involved. **1 to 5 hours**

Sociology and Anthropology—68

J. Nielson, O. Jennings

This department shares specific responsibility with other departments in the Division of Social Sciences for the achievement of institutional objectives which aim at the development of personality factors contributing to well-informed Christian citizenship.

The particular aims of the department in the achievement of general institutional objectives are: (1) To inform the students as to the structure and processes of human relationships in their community, ethnic, nationality and other contexts; (2) to train the student in the use of the scientific method in the sociological field; (3) To train the student to practice the Christian concept of altruistic love in all human relationships, group as well as individual; (4) To provide pre-social work training.

Major (Sociology): 27 Hours

Recommended:

Soc. 121—Introductory Sociology
232—Marriage and the Family
341—Statistics
361—Urban Sociology
383—Ethnic Relations Around the World
490—Social Thought
491—Contemporary Social Theory
495—Sociology of Religion
Fifteen hours must be upper division
To be supported by 6 hours of History, 6 hours of Psychology, 3 hours of Speech and 2 hours of Philosophy.

Major (Social Welfare): 30 Hours

Recommended:

Soc. 121—Introductory Sociology
321—Social Psychology
370—Fields of Social Work
487—Field Placement
492—Social Work Methods
497—Social Casework
498—Social Welfare

Fifteen hours must be upper division. To be supported by 6 hours of History, 3 hours of Speech, 6 hours of Psychology, and 2 hours of Philosophy, and one of the following minors:

a. Sociology: 18 hours. Courses to be approved by the department. 10 hours must be upper division.

b. Psychology: 18 hours including
Psych. 101—Introduction to Psychology
201—Developmental Psychology
203—History and Systems of Psychology

c. Economics: 16 hours including
Econ. 111, 112—Principles of Economics, and 6 hours of upper division work.

d. Home Economics: 16 hours: Courses approved by the Chairman of the Department.

Major (Social Justice): 31 hours

Recommended:

Soc. 121—Introductory Sociology
232—Marriage and the Family
321—Social Psychology
383—Ethnic Relations Around the World
487—Field Placement
493—Juvenile Deliquency
494—Criminology and Social Justice Systems
497—Social Casework
To be supported by 6 hours of history, 6 hours of psych., 3 hours of speech and 2 hours of philosophy

Minor (Sociology): 16 Hours
Required: Courses approved by the Department Chairman. 10 hours must be upper division.

Minor (Social Welfare): 18 hours
Courses to be approved by the Department Chairman and to include at least 10 hours of upper division work.

Associate of Arts Degree in Social Welfare

Required:

Soc. 121—Introductory Sociology
231—Contemporary Social Problems
232—Marriage and the Family
321—Social Psychology
383—Ethnic Relations Around the World
498—Social Welfare
Psych. 101—Introduction to Psychology
201—Developmental Psychology
Hist. 121, 122—U.S. History Survey
Econ. 352—Consumer Economics
Sp. 101—Fundamentals of Speech
In completing the General Education requirements (Catalog, p. 16) include
Bib. Lit. 115—English Bible
F.A. 101—Introduction to Fine Arts
Biol. 140—Hygiene
and two hours of Physical Education

Courses

121—Introductory Sociology This course introduces the student to a study of heredity, culture, environment, and the group as they influence personality and group behavior. A brief study is made of propaganda, human ecology, population, institutions, and social process. **3 hours**

122—Human Geography (Same as Geography 122.) **2 hours**

231—Contemporary Social Problems A number of the most acute problems of contemporary life are investigated, including the social effects of soil erosion and conservation, health, war, personality disorganization, and poverty. **2 hours**

232—Marriage and the Family A brief history of the family is traced with some study of the commoner types of marriage and family organization. Factors making for proper mate selection and marital happiness are considered at length. Bringing up children and living with grandparents are studied. **3 hours**

260—Principles of Management (Same as Business 260.) **3 hours**

321—Social Psychology (Same as Psychology 321.) **3 hours**

341—Statistics (Same as Math. 341.) **4 hours**

354—Communication Theory (Same as Speech Communication 354.) **3 hours**

355—Fundamentals of Informal Communication Process (Same as Speech Communication 355.) **3 hours**

360—Labor Problems (Same as Economics 360.) **3 hours**

361—Urban Sociology The evolution of the modern city is traced. City environment and its effects on personality and institutions are studied. **2 hours**

364—Anthropology This course is designed to provide the student with an introductory survey of cultural anthropology. It should provide the student with training enabling him to appreciate the cultures of all peoples and lead him to a better perspective for the understanding of his own. **3 hours**

370—Fields of Social Work A survey is made of the various fields of social work; their history, problems, and techniques. **3 hours**

374—World Food Problem This is an interdisciplinary study including biological, chemical,

sociological, economic, public health, and educational aspects. Important features of the world food problem and major possibilities for improvement are discussed. Student presentations as well as individual and group projects are given sp cial emphasis. **3 hours**

383—Ethnic Relations Around the World Ethnic relations around the world will be considered in a theoretical framework. The aim is to impart a sociological understanding of minority groups in all cultures. **3 hours**

487—Field Placement Thirty-five hours per week in an approved agency under the supervision of a professionally trained social worker. This will be arranged according to the interests of the student. Senior or Junior years. **10 hours**

490—Social Thought A study of the contribution of leaders of the field in modern times, with emphasis upon recent and current American theorists. **3 hours**

491—Contemporary Social Theory Analysis of the social system in equilibrium and conflict. A search for elements, processes, conditions, and concepts designed to define the social system and the behavior of it. **3 hours.**

492—Social Work Methods Concentration on techniques of social work and their relation to various fields of social services. Client-social worker interaction to group and community organization is studied. **3 hours**

493—Juvenile Delinquency A study of the problems of juvenile delinquency in America, including its nature and causes, the juvenile justice system, and the methods of treatment, probation, detention and prevention. **3 hours.** Alternate years

494—Criminology and Social Justice Systems The origins of crime in the American community are examined, together with the various methods of dealing with it. Emphasis is placed on the relation of crime to community disorganization and to politics and government. **3 hours**

495—Sociology of Religion A sociological consideration of religion related to culture, society, and the individual. One unit deals with personal experience in religion. **3 hours**

497—Social Casework A review of case studies in the relation professional standards, personal objectives, attitudes, self-evaluation, and theoretical concerns. **3 hours**

498—Social Welfare A survey of the historical development of social welfare and its institutionalization in the U.S. Social welfare programs and their interrelationship are analyzed. **3 hours**

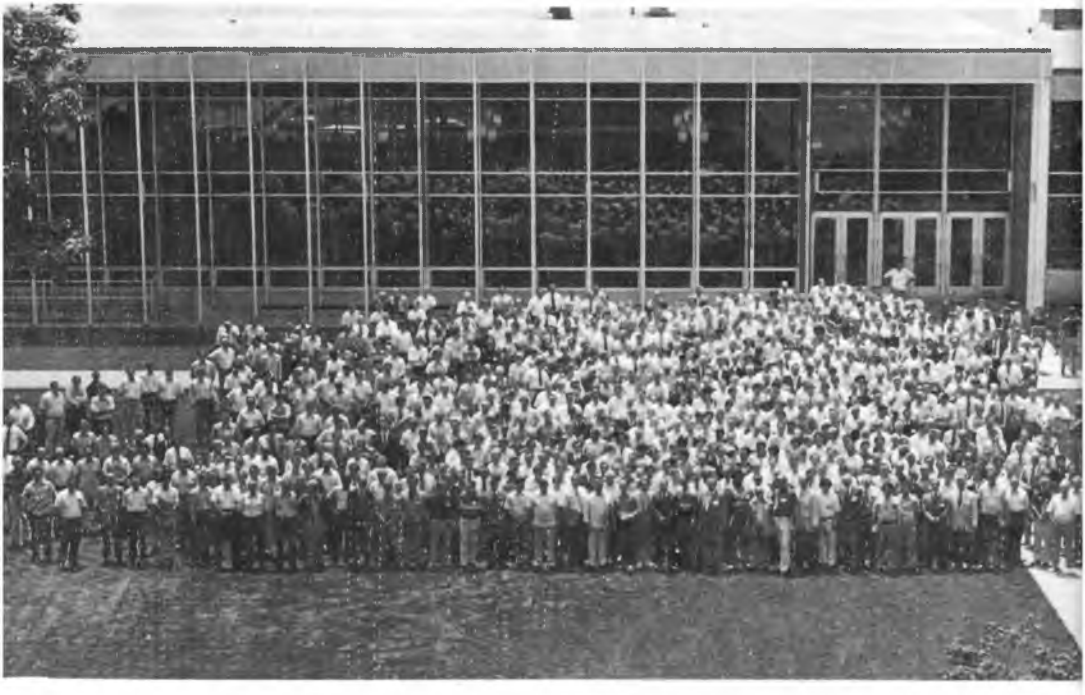
597—Seminar in Social Science (Same as Soc. Sci. 597.) **3 hours**

Geography—69

121—Physical Geography A course presenting an orderly treatment of the major physical elements with which man contends and their distribution over the earth. **2 hours**

122—Human Geography A course presenting the distribution of cultural elements of the human habitat and the principal ways man makes use of physical setting in which he lives. **2 hours**

Olivet was host to the fifth biennial Nazarene Writer's Conference in August, 1977. Dr. Sherwood Wirt, editor of Decision magazine, led this discussion hour for editors.



Over 800 Nazarene ministers from Illinois, Indiana, Michigan and Wisconsin met at Olivet in June, 1977 for this Pastors Leadership Conference (PALCON). It was an intensive week of study on the pastoral ministry.

Division of Continuing Education

Curtis Brady, Chairman

The Division of Continuing Education was organized to serve those members of the college clientele who are not in the typical 18-22 age group or whose educational needs are different from those for which the traditional baccalaureate or graduate degree programs were designed.

The division works closely with the Dean of the College and the Director of Graduate Studies in matters related to credit courses and faculty assignments.

Institute for Church Management

This program under the Division of Continuing Education has been developed for active ministers to improve the effectiveness of their ministry.

Three sessions a year are held on campus for one week each in September, January and June, with additional study and research projects assigned in the intervening weeks.

The courses may be taken for undergraduate or graduate credit, or non-credit, as desired by the minister, subject to the regulations for academic credit.

Further details are published in separate bulletins and the Olivet Collegian.

9

Division of Graduate Studies

Statement of Purpose

The Division of Graduate Studies attempts to fulfill the following general objectives in harmony with those set forth earlier in this catalog.

1. To provide an atmosphere which will stimulate intellectual curiosity and constructive critical thinking.
2. To develop an appreciation of current research and the value of research and an acquaintance with basic research techniques.
3. To strengthen the professional competencies of the individual in his area of specialization.
4. To develop an increased understanding of human nature and Christian values.

Accredited by

North Central Association of College and Secondary Schools

A Member of

American Association of Colleges for Teacher Education
American Council on Education
Midwest Conference on Graduate Study and Research
Associated Colleges of Illinois
Illinois Federation of Colleges
Illinois Association for Teacher Education in Private Colleges

History of Graduate Studies at Olivet

The Graduate Program of Olivet Nazarene College was authorized by the Board of Trustees in February, 1961, and the Graduate Council was appointed immediately thereafter by the President of the College. A Director of Graduate Studies in Religion had previously been designated.

The first graduate students were admitted in September, 1962. Preliminary accreditation for the Master of Arts with majors in Biblical Literature and Theology was granted by the North Central Association in August, 1965, for extension of preliminary accreditation to include the Master of Arts in Education degree with a major in Elementary Education in July, 1968 and to include a major in Secondary Education in August, 1973. A Director of Graduate Studies in Education was appointed and first graduate courses in Education were offered in the fall of 1968.

Distinctive Features

Olivet Nazarene College offers graduate study in a Christian environment having a distinctively Wesleyan emphasis.

The location of the 150-acre campus in a growing community of Kankakee, Illinois with a population of 55,000 near Chicago provides for excellent work opportunities, the cultural advantages of the large city and access to libraries of several universities and divinity schools.

The College library, housed in a modern air-conditioned building, has adequate holdings for graduate study in the fields in which majors are offered. An extension to provide additional stack space, an expanded curriculum center, and an instructional media center was completed in 1976.

Those on the Graduate Faculty come from many of the leading universities of the nation. They are chosen because they are especially concerned and eminently competent to teach at the graduate level, to assist students in research and other scholarly activities [at that level], and to participate in Graduate Program planning and policy making.

The Graduate Program

The Graduate Division offers courses leading to the Master of Arts degree with majors in Biblical Literature and Theology and the Master of Arts in Education with majors in Elementary Education and Secondary Education.

Responsibilities of the Student

The graduate student is responsible for complete knowledge of all regulations and procedures as published in the *General Catalog*. The student should take the initiative in seeing that required forms are completed and returned to the Office of the Director of Admissions or the Director of Graduate Studies. These include: admission forms, transcripts of former work taken, certificates of recommendation, admission to candidacy forms, acceptance of research option report, and any completed final examination required. The student is responsible for seeing that the graduation fee and the thesis binding fee are paid and that his cap and gown are ordered.

Admission Procedures

Application forms for admission to Graduate Studies may be obtained from and must be filed with the Director of Admissions, together with official transcripts of all previous college work taken and certificates of recommendation, well in advance of the opening of the semester or summer session in which courses are to be taken. Admission status is determined by the Graduate Director according to the criteria below. Any deviation from the requirements or any subsequent changes in admission status must be approved by the Graduate Council. Admission to graduate study does not constitute admission to candidacy for the Master's degree.

1. Regular Admission

The requirements for admissions to graduate study leading to the Master's degree with a major in Biblical Literature, Elementary Education, Secondary Education or Theology include:

1. A Bachelor's degree from an accredited college or university.
2. A grade point average of 2.5 (based on a 4.0 grading system).
3. Ability to successfully pursue graduate work (as evidenced by transcripts and certificates of recommendation from former instructors and professional supervisors).
4. Moral character consistent with attendance at a Christian college (as evidenced by certificates of recommendation).
5. Additional requirements as may be deemed appropriate by the individual departments offering the graduate degree to insure a highly qualified student body. See departmental graduate curriculum for specific requirements of the several departments.

2. Conditional Admission

A student who does not meet regular admission requirements but who desires to pursue work leading to a Master's degree at Olivet may, in some cases, be permitted to enroll conditionally in a limited number of graduate courses. Regular status may be obtained after removal of deficiencies and/or after acceptable work at Olivet of not less than eight semester hours at the graduate level. In either case an application for removal of conditional status, together with required supporting evidence, shall be submitted to the Graduate Director. If the application is approved, the applicant will be so notified and may continue in the program.

3. Special Admission

A student who does not plan to become a candidate for the Master's degree in this institution, but who wishes to take work for graduate credit as a special graduate student

may do so by submitting all application forms for admission and meeting the following requirements:

(1) A Bachelor's degree.
(2) Ability to do graduate level course work as evidenced by transcripts and recommendations.
(3) Moral character consistent with attendance at a Christian college (recommendations as required by the college Office of Admissions must be furnished).
(4) Other requirements as stated in the departmental graduate curriculum section of the bulletin.

A student admitted by special admission is not expected to pursue a program leading to a degree at Olivet Nazarene College. Should he so desire later, an application for change of status must be submitted to the Graduate Director, approval obtained, course work evaluated, and regular steps in the graduate program followed. Credit earned as a special student is not automatically applied toward degree requirements. No more than nine semester hours of credit earned as a result of special admission may be applied towards the credit requirements for the Master's degree.

4. Senior-Graduate Admission

A senior who is within the last semester of completing the course requirements for the baccalaureate degree or other person who has not earned the baccalaureate degree and who:

(1) is of good moral character as evidenced by pastor's and friend's or associate's recommendations or current undergraduate registration at Olivet Nazarene College,
(2) seemingly is able to do graduate work as evidenced by transcripts may, with the approval of the Graduate Director, register for two graduate courses per semester. A petition for additional hours or course work may be submitted to the Director of Graduate Studies for approval by the Graduate Council. To obtain regular graduate status after having been granted the Bachelor's degree, the student must follow regular graduate admission procedures. Senior-Graduate students may take courses to fill out undergraduate needs, for certification, for enrichment, or for future use in the graduate program. However, graduate courses cannot be taken to count for both undergraduate and graduate.

NOTE: The college offers some courses numbered 500 which are open to both seniors and graduate students. Seniors may take these courses without Senior-Graduate standing and without special permission of the Graduate Office.

Assignment of Adviser

The applicant for admission to graduate study will be notified of the action taken on his application. If regular or conditional admission is granted, a faculty adviser will be appointed. For other types of admission, the Graduate Director will be the adviser. The student should work closely with his adviser in planning a graduate program which recognizes the student's aims and needs. The adviser's approval is required for all work done to meet degree requirements.

Graduation Requirements

The Master of Arts degree requires the completion of 30 graduate semester hours, including credits, if any, earned for the thesis or other scholarly paper option, with an average grade point of 3.0 or above.

The Graduate Record Examination must be taken by candidates for the Master of Arts in Education degree.

Admission to Candidacy for the degree must be approved by the Graduate Council.

The student is expected to submit three copies of a thesis or other scholarly paper meeting standards set by the college. Details may be obtained from the Director of Graduate Studies.

Any required written comprehensive examinations, and any required oral examination relative to the thesis or other scholarly paper must be completed at least two weeks before graduation. Proper forms must be filed with the appropriate Director of Graduate Studies.

See departmental graduate curriculum for specific courses and other requirements of the several departments.

Second Master's Degree

A graduate student who already has a graduate degree from Olivet may earn a second degree at Olivet by meeting all admission requirements and fulfilling all degree requirements which are unique to the appropriate program.

In no case will such second degree be granted until 18 additional semester hours of graduate credit beyond the first Master's degree are earned.

A second major, if offered under the same degree, may be earned by satisfying all additional requirements for that degree.

Time Limit and Student Load

For completion of the degree requirements, the student is allowed a time limit of six years from the beginning of the first graduate course at this institution. Course work taken more than six years previous to completing degree requirements may be updated and validated by examination.

The maximum course load during any semester is 15 semester hours and during the regular summer session is 9 semester hours. A graduate student who works full time with a stated wage or salary rate shall ordinarily be limited to carrying 3 to 6 hours of credit depending on whether his grade point average is below 3.5 or above 3.5, respectively. Petitions for exception to this restriction may be made to the Academic Dean, who shall approve or disapprove the petition. A student will be considered a full-time student if he carries nine semester hours during the semester or six semester hours during the summer sessions.

Scholarship

Graduate students must earn an average of 3.0 or above on all work credited toward the degree requirements. No more than six hours of "C" work can be counted toward the degree. Transfer credits with a grade below "B" will not be accepted.

Residence and Transfer Credit

Six semester hours of graduate credit, if a grade of A or B has been earned, may be transferred from accredited schools to apply towards the required 30 hours. The Graduate Council, in special cases upon petition by the graduate student, may authorize acceptance of additional transfer credits. Extension and correspondence course credits are not ordinarily accepted for transfer. A student required to make up an undergraduate deficiency cannot count these hours toward the number required for the degree. For minimum residence requirements see departmental requirements.

Transfer credits are accepted and recorded on the Graduate Permanent Record Card only upon or after Admission to Candidacy and after approval by, and notice from, the Graduate Office.

Changes in Registration

Policies relating to changes in registration and withdrawal are stated in the chapter on Academic Regulations, p. 41.

Admission to Candidacy

Admission to graduate study does not constitute admission as a candidate for the Master's degree. Admission as a candidate for a degree is based on evidence that the applicant possesses the ability to complete the proposed program. After completing 9 semester hours with a 3.0 average or better and, in some departments after taking the aptitude and the advanced tests of the Graduate Record Examination (G.R.E), the student must file a petition for admission as a candidate for the Master's degree.

The proper forms may be secured from and must be filed with the Director of Graduate Studies before completing 12 semester hours. A program of study leading to the degree must be included.

See departmental graduate curriculum for specific requirements of the several departments.

Graduate Committee

The faculty adviser appointed for each student will assist the student in the selection of a topic and the preparation of the thesis or other scholarly paper. The adviser must approve the title.

Following admission to candidacy, a graduate committee of three will be appointed for each student, consisting of his adviser (or person named by him) as chairman, one member from the division in which the student's major work is being done, and one member from outside the division. This committee will pass upon the quality of the thesis or other scholarly paper; it will administer any written or oral comprehensive examinations which may be required; it will assist the candidate in completion requirements for the degree. For specific information relating to examinations, if any are required, see the graduate major below.

Thesis or Other Scholarly Paper

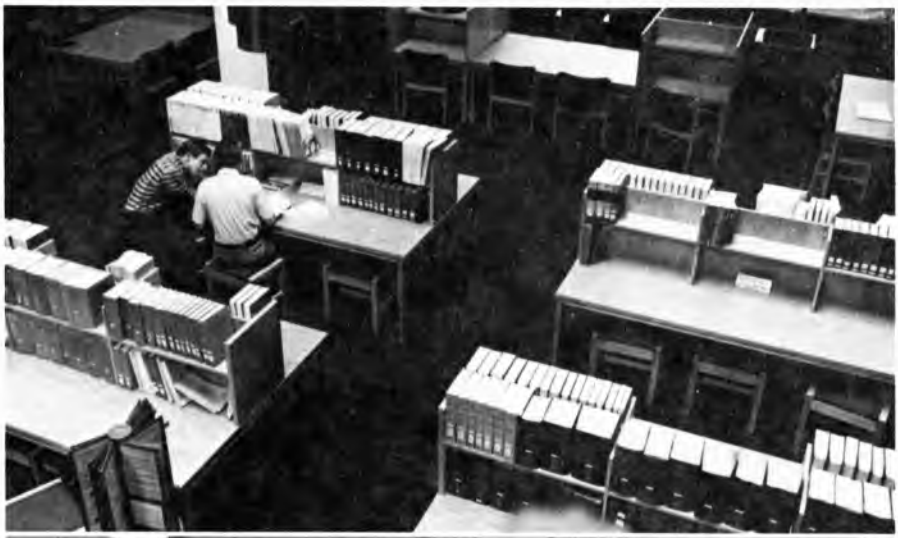
Each candidate for the Master's degree must show evidence of scholarly interest and proficiency by registering for (see course descriptions) and satisfying the requirements of one of the following four research options:

A. THESIS: Presentation of a thesis demonstrating ability to do independent research and report the same. 3-5 semester hours credit.

B. SEMINAR PAPER: Presentation of a seminar or research paper demonstrating ability to present, support and defend a position or hypothesis. This will be both written and oral. 2-3 semester hours credit.
C. CREATIVE PROJECT: Presentation of a creative project demonstrating ability to do creative thinking and report the results. 2-3 semester hours credit.
D. COURSE PAPERS: Presentation of three graduate course papers demonstrating ability to do critical thinking and formal writing. At least two of these papers should be in student's concentration area. 0-1 semester hours credit.

W. G. Campbell's *Form and Style in Thesis Writing* is the official standard for the composition of the research report, along with mimeographed materials available in the graduate office. Detailed requirements for filing of the thesis or other scholarly paper may be obtained from the Graduate Director.

The Benner Library and Learning Resource Center has more than 108,000 volumes, microfilmed periodicals, audio and video recorded music and special programs.



Master of Arts in Education

Faculty: G. Walls, J. Furbee, B. Matheny, M. Mayo, N. Roth H. Westfall

Purpose

Elementary Education: The basic purpose of the program leading to the Master's degree with a major in Elementary Education is to augment the preparation of experienced elementary school teachers. There are areas in the preparation of almost every teacher that can be supplemented and strengthened. Expectancies relative to performance levels increase. Innovative practices of some merit are being proposed rather regularly.

The program at Olivet Nazarene College is designed to aid the experienced classroom teacher at the elementary level to be a better teacher through the strengthening of areas of specialization, through the gaining of a better understanding of the teacher's task, and/or through maintaining current contact with reported research results and with innovative practices that seem to show merit.

Secondary Education: The purposes of the program leading to the Master's degree with a major in Secondary Education are:

(1) to recognize and foster scholarship through the media of post-baccalaureate instruction, seminars, and research;
(2) to develop professional skills and competencies in a field of concentration;
(3) to allow for the completion of selected professional credential programs;
(4) to encourage the acquisition and development of thorough techniques of research;
(5) to develop a deeper understanding of ethics and values from the Christian perspective;
(6) to enable the graduate student to further his education, improve his ability to do critical thinking, and relate himself more effectively to other persons through programs of instruction leading to the Master of Arts in Education.

A Special Teacher in Reading emphasis is available in the graduate program for teachers.

Special Requirements

All general requirements must be met. In addition, the following special requirements in Education must be fulfilled:

Undergraduate Preparation. Undergraduate preparation which approximates the teacher education program at Olivet and eligibility for a standard elementary teaching certificate or secondary subject matter teaching certificate are required for regular admission. Deficiencies, if they exist, must be removed by prescribed course work before regular admission is granted. Three years of successful elementary or secondary teaching experience and eligibility for the respective standard certificate may be used to clear part or all of the deficiencies in the undergraduate program requirement. This must be discussed with and approved by the Graduate Director.

Admission. An official transcript of grades from each institution previously attended and the names of four references, one each from a professor and a professional supervisor and two of which shall be character reference, are to be submitted with the application for admission. If no graduate education course has been taken within one year, the student must contact the Graduate Director about readmission.

Admission as Degree Candidate. To qualify for admission to degree candidacy, the applicant must have taken and obtained a satisfactory score on the Graduate Record Examination, and approval by the Graduate Council of admission as degree candidate must be secured. A course of study must be approved by the Director of Graduate Studies prior to admission to candidacy. Currently, Olivet is a regional center for the G.R.E. administration in December and April. A local administration is available in June if demand is sufficient.

Residence. A student must fulfill a residence requirement by carrying at least a minimum full-time load in either one semester or one summer session.

Degree. Degrees are awarded only at the commencement following the completion of all requirements. However, "all requirements completed" and the date are put on the permanent record card, and official certification is available when all requirements are completed.

Distribution of Curricular Requirements

A total of 30 semester hours of credit with an average grade of B and with no more than six hours of C are required for the Master of Arts in Education. Distribution of the 30 hours shall be as follows:

Education Foundations (Education 610, 611, 615)	9 hours
Education Majors	12 hours**
either Elementary Education*	
Education 620 and 9 hours selected from Education 524, 574, 624, 634, 672, 680, 690, 693, 695, 697, 699, or from subject matter courses approved by the adviser. One professionalized subject matter content course must be included in the 9 hours.	
or Secondary Education Teaching Field	
Courses are to be selected from Natural Science 520, 540, 560, 681, and any Science or Mathematics courses numbered 500-699. At least one course in each of two departments must be included.	
Electives approved by Adviser	9 hours**
TOTAL	30 hours

*The Elementary Education major requires 6 hours of non-education courses.
**A Scholarly Paper Option of from 0-5 hours must be included in either the 12 or the electives.

Prof. Harvey Collins was commissioned to create this colorful mural for the main entrance of a Kankakee hospital. This photo was taken in the early stages of the elaborate drawing which was unveiled in April, 1978.

Master of Arts in the Field of Religion

Faculty: F. Benner, W. Dean, K. Hendrick, G. Lyons, L. Parrott, O. Sayes, W. Snowbarger, W. Woodruff.

Purpose

The graduate program in Religion, in harmony with the purposes of the College, has as its objective the training of young people at the graduate level for full-time service in the church as ministers, missionaries, and teachers of religion in the various institutions of the church.

In fulfillment of this objective, a curriculum is offered with the intent of (1) acquainting the student with the concept of Biblical evangelism in its world-wide aspect; (2) developing an understanding and appreciation for the standards of evangelical Christianity, especially in the Wesleyan tradition; (3) enabling the student to become proficient in the more technical aspects of Bible study, thus qualifying him to serve well as Bible expositor; (4) instilling within the student a discernment of contemporary issues in the world today as they relate to theological doctrines and the mission of the church; (5) developing professional competence in the techniques of research.

Special Requirements

All general requirements must be met. In addition, those seeking admission to the M.A. program in Religion must have completed a minor in Religion at the undergraduate level. Ten to twelve semester hours of Greek or Hebrew are required for those seeking admission to the Biblical Literature major.

Distribution of Curricular Requirements

1. Core Requirements for
   Biblical Literature and Theology Majors

601—Old Testament Theology	3 hours
602—New Testament Theology	3 hours
603—World Missions	3 hours
597—Research Methods and Bibliography	2 hours
699—Thesis	4 hours
or Seminar Paper	1 hour*
Courses outside the Major or Core	6 hours

*When choosing this option, one has an additional 3-hour elective.

2. Concentration Areas — 9 hours

   Biblical Literature Major
   Theology Major — Doctrine, Ministry

Course Descriptions

Courses numbered 500 to 599 are open to both senior and graduate students. Courses numbered 600 to 699 are open only to those who have been admitted to graduate study. Senior-graduates may register for 600 series courses.

Education

Education courses with numbers ending in 00-19 are special foundation courses, 20-39 are basically for elementary teachers, 40-59 are basically for secondary teachers, 60-79 are for both elementary and secondary, 80-90 are workshop or institute type courses, and 90-99 are independent study, scholarly options, or other advanced study type courses.

524—Advanced Developmental Reading Views in diagnostic and remedial processes. Factors influencing a student's reading development. Group and individual procedures in diagnostic and remedial situations. Authors, literature and personnel in the field of diagnosis and remediation. Prerequisite: One course in developmental reading or consent of the instructor. **3 hours**

561—Statistics This course is the same as Education and Mathematics 341. In addition to the computational problems assigned, graduate students will do some readings from educational journals. Some additional problems, particularly in probability, will be assigned to those taking the course for mathematics credit. **4 hours**

562—Measurement and Evaluation of Learning Review of the basic principles of measurement, practice in evaluating, administering and interpreting results of measures of achievement, general and special abilities, personality and interests. Individual projects in measurement and evaluation. **3 hours**

573—Learning Problems of the Exceptional Child Identification of the learning problems of children which arise out of their ethnic cultural backgrounds and from other sociological factors, from mental and neurological disorders, or of being gifted. Through extensive reading, simulation and group discussion provide information on methods, techniques, referral and other resources which complement the instruction of the exceptional child. **3 hours**

610—Philosophy of Education Identification of underlying philosophical problems in Education and use of philosophical method in working toward solutions of these problems. A study of leading theories of education to illustrate philosophic method and to assist the student in developing a personal philosophy of education in a Christian setting. **3 hours**

611—Methods of Educational Research Critical analysis of reported research. Basic methods of research: historical, normative, and experimental. Practice in choosing a research problem; designing a study; collecting and interpreting data; and reporting research. **3 hours**

615—Advanced Educational Psychology Theory and applications in human learning, including reference to such topics as activity, attention and reinforcement, types of learning, recall, extinction, forgetting and relearning, transfer of training; ability in relation to programmed learning; measurement; human relations in education. A brief overview of development and some attention to individual differences. **3 hours**

620—Modern Trends in Elementary Education A study of innovations and research in elementary education. An attempt to evaluate and improve the learning experiences in today's elementary schools. **3 hours**

624—Diagnostic and Remedial Reading Appraisal of reading difficulties, with emphasis on administration and interpretation of various diagnostic reading tests; treatment of reading problems. **3 hours**

626—Seminar on Elementary Curriculum Basic principles relative to patterns of elementary school curricula and criteria for their evaluation; a study of approaches for initiating and implementing curricular change. **3 hours**

628—Clinical Reading Activities will include critical analysis of reading research reports; surveying tests in Buros-Reading Tests in Print; proficiency in the knowledge and selection of tests and their use; administer tests to students; collect, analyze and interpret data; prescribe reading instruction; and evaluate results. Prerequisite: Educ. 624. **3 hours**

640—Current Innovative Practices and Thoughts in Secondary Education Study of basic concepts, modern developments and research which might serve to improve learning experiences in today's secondary schools. **3 hours**

672—Instructional Media Selection, evaluation, and use of various audio-visual and other sensory materials and techniques; a broad overview of the instructional media field, including materials and equipment. **3 hours**

680—Workshops and Institutes with Graduate Credit Option. Hours Arranged

690—Independent Study Special topics, not ordinarily covered in or listed courses, proposed by the graduate student and approved by the Graduate Council and the Academic Dean. **1 hour**

693—Three Course Papers See Scholarly Paper Option D. To earn 1 credit the 3 papers must be merged into chapters of one coherent scholarly paper. The student taking this course usually meets with Education 611 or 697. **0-1 hour**

695—Creative Project See Scholarly Paper Option C. The creative project represents a prepared report of a creative solution to some problem in Education. The report is basically a description of the solution preceded by a statement of the need and the rationale for the project and followed by an evaluation and or procedure for evaluating the project. The student taking the course usually meets with Education 611 or 697. **2-3 hours**

697—Research Seminar A seminar course in which a student presents and defends by research a position. Scholarly Paper Option B. **2-3 hours**

699—Thesis Credit given upon completion and acceptance of a thesis. The student taking this course makes progress reports in the Education 611 or 697 class. Scholarly Paper Option A. **3-5 hours**

Religion Core

597—Research Methods and Bibliography A survey of the principal methods of research employed in the study of religion and the use of the library. Each student will be guided in the selection and compilation of a bibliography to be used in research projects. The Thesis or Research paper is usually begun in this course. **2 hours**

601—Old Testament Theology A core graduate course surveying the Old Testament from the standpoint of its theological teaching from both an Exegetical and a Theological perspective. Emphasis is laid upon God, man, sin, salvation, the messianic hope, and the idea of holiness and ethics as seen in the various epochs and types of literature, and its progress in the understanding of these doctrines. **3 hours**

602—New Testament Theology A core course surveying the basic doctrines of the New Testament from both an Exegetical and Theological perspective. Special emphasis is placed upon Pauline and Johannine Theology, the doctrines of God as Creator and Redeemer. The atonement of Christ, the new life in Christ, the nature of the church, and the Christian hope are explored. **3 hours**

603—World Missions A study of the history, administration, and problems of missionary activity in its world-wide aspect. Special thought will be given to the Department of Home and World Missions. Audio-visual aids of mission fields will be used. **3 hours**

698—Research Paper 1 hour of credit is given for the acceptance and completion of a research paper begun in 597. **1 hour**

699—Thesis 4 hours credit given upon completion and acceptance of a thesis. **4 hours**

Biblical Literature

571—Pentateuch A study of the historical and theological content of the Pentateuch. Special attention is given to the Mosaic legislation and the establishment of the Jewish nation. **3 hours**

574—Johannine Literature An exegetical study of the 5 books written by the Apostle John. Emphasis is laid upon the Gospel, the First Epistle, and Revelation. **3 hours**

651—Biblical Introduction An introduction to advanced Bible Study. The critical problems of the canon and text are considered. This leads to a discussion of the composition, authorship, date, and purpose of each book. **3 hours**

652—Biblical Interpretation The historical development of hermeneutics is explored. The principles of sound Biblical Interpretation are carefully studied and applied to the exegesis of selected portions from both the Old and New Testaments. The grammatical, historical, and theological methods are stressed. **3 hours**

653—Biblical Archaeology A study of the outstanding achievements of archaeology and their bearing on the historicity and integrity of the Bible. Particular emphasis will be laid on the recent discoveries in Palestine and the new techniques being employed. Several short papers will be required. **3 hours**

655—Seminar in Biblical Studies Some exegetical studies of particular subjects with a particular emphasis such as Biblical Ethics, Advanced Apostolic History, and teaching Holiness in the Pauline Epistles. A new emphasis will be given each time the course is offered. **3 hours**

Theology—Doctrine

651—History of Christian Thought An analytical examination of philosophical backgrounds and developing theological concepts of the Patristic Period. **3 hours**

652—History of Christian Thought A critical examination of the thought of the major Prot-

estant reformers, followed by a study of the development of the Pietistic and Wesleyan traditions. **3 hours**

655—Wesleyan Theology A study of the life and thought of John Wesley and his contemporaries with special emphasis upon those doctrines which are distinctively Wesleyan: the witness of the Spirit, and Christian Perfection. **3 hours**

660—Doctrine of Man and Sin A study of the pre-fallen, fallen, and post-fallen man from the standpoint of the Christian religion, with special emphasis upon the nature of sin and evil in which man finds himself. **3 hours**

661—The Person and Work of Christ An examination of Christology from both the standpoint of Scripture and Theological interpretation. A thorough-going inquiry into the various doctrines of the atonement and an examination of the role of the Theanthropic Person in the redemption of a fallen world. **3 hours**

669—Doctrine of God Concepts of God surveyed in the works of some of the following: (a) Plato, Aristotle, Augustine, Aquinas, Descartes, Leibniz and Spinoza; (b) Locke, Berkeley, and Hume: (c) Whitehead, Dewey, Ames and Farley; (d) Niebuhr, Tillich, Heim, Hartshorne and Wieman; (e) Brightman, Knudson, Wiley and Curtis. **3 hours**

Theology—Ministry

551—History and Philosophy of Religious Education The history of religious education as seen in the Old and New Testaments, church history, and modern time. An interpretation of the philosophy and significance of religious education in the growth and development of the Christian religion. Current major theories of religious and secular education compared with Scriptural principles, formulation of a personal philosophy of religious education. **3 hours**

571—History and Polity of the Church of the Nazarene A survey of the major types of evangelical church polity in their historical development, will lead to an exhaustive study of the *Manual* of the Church of the Nazarene. The history of the denomination will be carefully surveyed. **3 hours**

671—Advanced Expository Preaching A study of great expositional sermons, and the building and preaching of expositional sermons in class. Efforts will be made to utilize video-tape for self-improvement. **3 hours**

673—Religious Leadership A study of the definition, principles, and qualities of leadership. Biographies of great leaders of the Bible and great religious leaders of church history, churchmen, evangelists, and missionaries, will be studied. Group dynamics, enlistment, and development of leaders will be considered. **3 hours**

675—Seminar in Practical Theology A study of the minister and his ministry. This course will include practical pastoral theology, ethics, and general problems as they relate to Christian ministry as now defined in its largest concept to include all forms of ministry. **3 hours**

677—Seminar in Christian Education A seminar designed to cover the needs and interests of the advanced student in Christian education. Curriculum, methods, media, administration on an advanced level will be considered. The problems of church, school and society may be included. **3 hours**

Other Subject Matter Fields

Art 665—Recent Trends in Art Education A study of trends and issues relating to art in the school program. An exploration of art media and the function of art in the school. **3 hours**

English 670—World Literature A study of the rise of romanticism in Europe, stressing the works of Rousseau, Hugo, Goethe, Schiller, Kant, Schopenhauer, and Wagner, followed by an investigation of the nature and rise of realism and Russian literature, emphasizing the work of comparable men. **3 hours**

History 664—Social and Intellectual History of the United States A study of the development and function of major ideas in the United States. Special attention is given to the intellectual basis of social organizations and the development of political, social, and economic institutions in the United States. **3 hours**

Math 624—Modern Mathematics for Elementary Teachers The arithmetic of sets; cardinal and ordinal numbers; operations on sets and cardinal numbers; numeral and systems of numeration; development of number systems; topics from number theory; topics from geometry; structural aspects of mathematics. **3 hours**

Philosophy 673—Philosophic Systems of the World A survey of the philosophical systems of India, China, and the Western civilizations. Comparisons will be made pointing out similarities and differences in an attempt to understand the principles underlying these philosophies. Basic assumptions and presuppositions will be analyzed and evaluated. The Christian philosophy will be stressed. **3 hours**

Political Science 665—Problems in International Relations Selected subjects such as theories of international relations, nationalism, the nuclear revolution, underdeveloped nations, international morality, and the United Nations examined. On occasion, certain regional problems will also be included. **3 hours**

Psychology 667—Personality Fulfillment and Ills The study of personality; its nature and development and its dynamics. It will focus primarily on the dynamics of normal behavior—integration, adjustment mechanisms, motivation, and mental health. Psychological pathology will be treated briefly, along with some contemporary diagnostic and treatment methods. Depth studies will be conducted by the students in specific areas, affording opportunity for research and writing. **3 hours**

Science (Interdisciplinary) 520—Oceanography The oceans: their physical, chemical, biological, and geological characteristics, with a discussion of their history. **3 hours**

Science (Interdisciplinary) 540—Paleontology A study of ancient life as revealed in the fossil record: invertebrates, vertebrates, plant and man. Taxonomy, paleoecology, and environmental interpretation will all receive emphasis. Field trips. Prerequisite: a course in Biology or Geology. **4 hours**

Science (Interdisciplinary) 560—Topics in Environmental Science An interdisciplinary approach to man's environment, emphasizing chemical, physical, biological and geological solutions for problems such as air, water, and solid waste pollution, urban development, natural resource depletion, recycling. Field trips. **3-4 hours**

Science (Physics) 587—Atomic Physics. 3 hours

Science (Physics) 588—Nuclear Physics. 3 hours

Science (Interdisciplinary) 680—Elementary Science Workshop: ESS

Science (Interdisciplinary) 685—Elementary Science Curriculum: ESS

Science (Interdisciplinary 686—Elementary Science Supervision

Science (Interdisciplinary or Departmental) 690—Independent Study. 1 hour

Science (Interdisciplinary) 698—Research Paper Oral presentation and defense of a research paper. **1 hour**

Science (Interdisciplinary or Departmental) 693, 695, 697, 699—Scholarly Paper Options Same as Education 693, 695, 697, 699 except in Science departments. **0-5 hours**

Science (Biology) 646—Topics in Biology 2 general types of topics are included—subject matter areas needed to strengthen the teacher's background, and recent problems and developments in biology. The lectures, laboratories, papers, and projects are especially suited to the needs of teachers. May be repeated. **1-4 hours**

Science (Chemistry) 646—Topics in Chemistry For description see Biology 646.

Science (Earth and Space Science) 646—Topics in Earth Science For description see Biology 646.

Science (Mathematics) 646—Topics in Mathematics For description see Biology 646.

Science (Mathematics) 650—Current Trends in Mathematics Education. 3 hours

Science (Physics) 646—Topics in Physics For description see Biology 646.

Sociology 671—Approaches to Community Analysis A survey and analysis of community organizations and function. The forces, resources, problems, institutions, and groups of significance are considered. Attention is directed to the overall social structure and function of the community as it is affected by the existing economic, political, religious, educational, and ethnic influences. **3 hours**

Miller Business Cente

Greer Greenhouse

President Leslie Parrott gave awards of special merit to four faculty and staff members at the dinner opening the school year of 1977-78. The recipients are shown in these companion photos, from left, Miss Judy King, director of Saga Food Service; Dr. Richard Wirt, chairman of the department of mathematics and computer science; Dr. W. T. Hodges, college physician; and Prof. C. W. Ward, athletic director.

10
Directory of Personnel

Faculty, administration, staff and board of control are the key to quality at any college. Olivet is proud of the men and women who serve its student body and its constituency with such skill and dedication.

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Haslett, Michigan

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Birmingham, Michigan

DRAPER, BILL, M.A.
Bourbonnais, Illinois

FOX, RALPH E., D.D.S.
Indianapolis, Indiana

FRAME, MARK
New Castle, Indiana

GARVIN, GEORGE, JR., B.S.
River Forest, Illinois

GOBLE, FORREST, A.B.
Winamac, Indiana

GRAEFLIN, WALTER, B.D.
Bluffton, Indiana

HATTON, H. C., Th.B., D.D.
Sterling, Illinois

HAY, JOHN, A.B.
Camby, Indiana

HUGHES, GILBERT, M.Div.
Decatur, Illinois

HUNTON, JAMES, B.A.
Springfield, Illinois

KELLEY, SELDEN, M.B.A., LL.D.
West Bloomfield, Michigan

LANDRETH, DUANE, M.A.E.
Indianapolis, Indiana

LUTHER, DARRELL, M.Div.
Detroit, Michigan

MAISH, ORVILLE, JR., M.Div.
Mason, Michigan

MILLIKAN, DWIGHT P., A.B.
Decatur, Illinois

NASH, FORREST W., M.A., D.D.
Bourbonnais, Illinois

OLIVER, GERALD, B.S.
Rochester, Illinois

PITTS, JESSE, M.S.
Brazil, Indiana

POUNDS, FLOYD H., A.B.
Peoria, Illinois

READER, JAMES, D.D.S.
Chrisman, Illinois

REMOLE, DELBERT
Potomac, Illinois

SCUTT, GEORGE, D.D.
Valparaiso, Indiana

SHEETS, OSCAR H., Th.B.
Mishawaka, Indiana

SMALL, HOWARD, M.A.E.
Bloomington, Indiana

SORRELL, DAVID, M.A.
Eau Claire, Wisconsin

SPARKS, C. KENNETH, B.D.
Buchanan, Michigan

STANLEY, HARRY T., B.A., D.D.
Grand Rapids, Michigan

STRAIT, C. NEIL, B.D.
Lansing, Michigan

TAYLOR, BRUCE, D.D.
Marion, Indiana

WENGER, FRED, J.D.
Selma, Indiana

WESTHAFER, C. DEXTER, Th.B.
Huntington, Indiana

WIGGS, B. G., Ph.D.
Bedford, Indiana

WINEINGER, DARRELL, A.B.
Brownstown, Indiana

WRIGHT, LEROY, M.A.E.
Reddick, Illinois

WOODRUFF, JOHN, Ph.D.
Eau Claire, Wisconsin

Officers of Administration and Administrative Assistants

LESLIE PARROTT, M.A., Ph.D.
President

WILLIS E. SNOWBARGER, M.A., Ph.D.
Vice President for Academic Affairs

CHARLES BEATTY, M.B.A.
Business Manager

TED R. LEE, M. Div.
Dean of Students

ROY F. QUANSTROM, M.A.
Director of Admissions and Development

CURTIS BRADY, M.Mus.Ed.
Chairman, Division of Continuing Education

ALLAN L. WIENS, M.Lib.S.
Director of the Library

JIM D. KNIGHT, M.S.
Registrar, Director of Institutional Research

NORMAN L. MOORE, B.B.A., Th.B.
Assistant Dean of Instruction

GROVER BROOKS, M.A.
Associate Dean of Students

GORDON C. WICKERSHAM, B.D., M.A.
Director of Publicity

PAT DUNCAN
Director of Financial Aid

SELDEN MARQUART, B.S.
Director of Alumni

DONALD RUCKER, B.A.
Associate Director of Admissions

KENNETH SOUTHERLAND, B.A.
Associate Director of Admissions

WILLIAM T. HODGES, M.D.
College Physician

MARY SHOFF, B.A.
Assistant Dean of Students

College Committees 1978-1979

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W. Snowbarger, Chairman, J. Hanson, H. Hopkins, J. Nielson, J. Knight, O. Sayes, M. Reams, C. Rohe, D. Kale, G. Walls, C. Brady, A. Wiens, G. Wickersham, and three student representatives.

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CHAPEL COMMITTEE:
O. Sayes, Chairman, T. Lee, C. Brady, R. Quanstrom, A. Truesdale, L. Phillips, M. Reams, O. Jennings, and three student representatives.

PRESIDENT'S CABINET:
President of the College, Division chairmen, members of the Administrative team, President of the Associated Students, President of the senior class, and two persons to be appointed by the President. This year's members include: L. Parrott, Chairman; W. Snowbarger, C. Beatty, T. Lee, R. Quanstrom, M. Goins, G. Walls, C. Rohe, H. Hopkins, D. Kale, M. Reams, O. Sayes, J. Nielson, C. Brady, President of the Associated Students, Senior Class President, and two persons appointed by the President of the College.

PUBLIC AFFAIRS:
R. Quanstrom, Chairman, H. Fulton, C. Sechrist, M. Mayo, Ray Moore, C. Ward, G. Whitten, G. Wickersham, K. Hendrick, R. Simmons, K. Southerland, D. Rucker, and three student representatives.

STEERING COMMITTEE:
W. Snowbarger, Chairman, L. Parrott, C. Beatty, C. Brady, M. Goins, R. Quanstrom, G. Dunbar, I. Newsham, H. Humble, J. Monroe, T. Lee, M. Mayo, G. Streit, W. Woodruff, D. Perry, and one student representative.

STUDENT AFFAIRS:
T. Lee, Chairman, G. Brooks, L. Flint, W. Foote, T. MacKay, B. Matheny, M. Shoff, T. Hartley, G. Streit, F. Wilson, and three student representatives.

Faculty

LESLIE PARROTT (1975)
President of the College, Professor of Theology
Th.B., 1944, Olivet Nazarene College; M.A., 1948, Willamette University; Ph.D. 1958, Michigan State University; Post-Doctoral Certificate, 1974, Harvard University.

WILLIS E. SNOWBARGER (1949)
Vice President for Academic Affairs, Professor of History
A.B. 1942, Bethany Nazarene College; M.A., 1947, University of Oklahoma; Ph.D., 1950, University of California; LL.D., 1967, Olivet Nazarene College.

Emeriti

HAROLD W. REED (1949-1975)
President Emeritus of the College
A.B., M.S., Th.D., D.D., LL.D.

EARL E. BARRETT (1954-1966)
Assistant Professor of Philosophy Emeritus
A.B., B.D., S.T.M., S.T.D., M.A., Ph.D.

CORAL E. DEMARAY, (1944-1966)
Professor of Classical Languages and Biblical Literature Emeritus
A.B., M.A., Ph.D.

HARRIET ARNESON DEMARAY (1952-1973)
Assistant Professor of English Emeritus
A.B., M.A.

FLOYD B. DUNN (1958-1972)
Assistant Professor of Education Emeritus
A.B., M.S.

CLARENCE E. GROTHAUS (1952-1976)
Professor of Chemistry Emeritus
A.B., M.A., Ph.D.

VERNON T. GROVES (1955-1977)
Professor of Education Emeritus
B.S., M.A., Ph.D.

OTHO JENNINGS (1964-1978)
Professor of Sociology Emeritus
B.A., Th.B., M.A., M.Div., LL.D., Ed.D.

NAOMI LARSEN (1935-1975)
Professor of Piano and Voice Emerita
B.Mus., M.Mus. (piano), M. Mus. (voice).

CARL S. MCCLAIN (1923-1972)
Professor of English Emeritus
A.B., M.A., Litt.D.

LLOYD G. MITTEN (1944-1977)
Professor of Business Administration and Economics Emeritus
B.S., M.S., Ph.D., C.L.U.

F. O. PARR (1945-1969)
Assistant Professor of Sociology Emeritus
A.B., M.A.

DWIGHT J. STRICKLER (1930-1976)
Professor of Biological Science Emeritus
A.B., M.S., D.Sc.

Professors

DAVID T. ATKINSON (1970)
Professor of Mathematics
B.S., 1964, Eastern Nazarene College; A.M., 1967, Boston University; Ph.D., 1975, University of Illinois.

WILLIAM BELL (1970)
Professor of Psychology, Chairman of Department
A.B. 1961; M.A., 1967, Wheaton College; Ph.D., 1975, Northwestern University.

FOREST T. BENNER (1964)
Professor of Theology; Chairman of Department
B.S., 1951, Johns Hopkins University, S.T.B., 1958, Temple University; Th.M., 1960, Eastern Baptist Seminary; Ph.D., 1966, Temple University.

D. GEORGE DUNBAR (1969)
Professor of Music
B.S., Ch.Mus., 1958, B.S., Mus. Ed., 1959, Olivet Nazarene College; M.M., 1960, University of Illinois; D.M.A., 1970, University of Southern California.

D. EDWARD EUSTICE (1968)
Professor of Education
B.S., 1936, Wisconsin State University; M.S., 1952, University of Wisconsin; Ph.D., 1962, University of Wisconsin.

LARRY FINGER (1977)
Professor of English
A.B., 1957, Trevecca Nazarene College; M.A., 1960, Stetson University; Ed.S., 1968, Ph.D., 1972, Peabody College.

JOHN E. HANSON (1961)
Professor of Chemistry, Chairman of Department
A.B., 1957, Olivet Nazarene College; Ph.D., 1964, Purdue University; Illinois Institute of Technology.

ROBERT E. HAYES (1970)
Professor of Food Science
B.S., 1950, Union College; S.M., 1969, Massachusetts Institute of Technology; Ph.D., 1955, University of Illinois.

HARLOW E. HOPKINS (1954)
Professor of Music Education; Chairman of Division of Fine Arts and Department of Music
B.S. Mus. Ed., 1953, Olivet Nazarene College; M.S. Mus. Ed., 1956, American Conservatory of Music; Mus.D., 1974, Indiana University; University of Illinois, Pupil of Keith Stein, Austin McDowell, Jerome Stowell, Robert McGinnis and Earl Bates.

HARVEY HUMBLE (1946)
Professor of History
A.B., 1937, M.A., 1938, University of Illinois; University of Wisconsin; Northwestern University.

DAVID KALE, (1977)
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A.B., 1959, Harris Teachers College; M.S., 1964, Southern Illinois University; Ph.D., 1972, University of Illinois.

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Professor of Geology, Chairman of Department of Earth and Space Science; Chairman of the Division of Natural Sciences
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Professor of Education; Chairman of Department
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Associate Professors

LEONARD E. ANDERSON (1950)
Associate Professor of Business Administration and Economics; Chairman of Department
B.S., 1949, M.S., 1952, St. Louis University; C.P.A. 1966

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Associate Professor of Biology, Acting Chairman of Department
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Associate Professor of Music
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A.B., 1959, Olivet Nazarene College; B.D., 1962, Nazarene Theological Seminary; Th.M., 1969, D.Min., 1975, Midwestern Baptist Seminary.

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B.S., 1945, Olivet Nazarene College; M.S., 1958, Emporia State Teachers College; Wayne State University.

RAY H. MOORE (1965)
Associate Professor of Instructional Media
B.Mus., 1941, Olivet Nazarene College; M.A., 1955, University of Missouri.

IVOR GILBERT NEWSHAM (1972)
Associate Professor of Physics
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Associate Professor of Psychology; Director of Career Planning and Placement
B.A., 1965, Cascade College; M.A., 1968, Walla Walla College; Ed.D., 1971, University of Idaho.

CLARENCE W. WARD (1958)
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B.S., 1952, Olivet Nazarene College; M.Ed., 1958, Auburn University; Dir. of P.E., 1971, Indiana University.

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Associate Professor of Physics; Chairman of Department
B.S., 1965; M.S., 1968; Ph.D., 1972, University of Maine.

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B.A., 1954, Ottawa University; M.Div., 1958, Fuller Theological Seminary; M.R.E., 1963, Asbury Theological Seminary; M.Th., 1964, Asbury Theological Seminary.

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Associate Professor of Biological Science
A.B., 1965, Los Angeles Pacific College; M.A., Ph.D., 1970, University of California.

Assistant Professors

KENNETH D. ARMSTRONG (1972)
Assistant Professor of Business Administration
B.S., 1966, Olivet Nazarene College; M.B.A., 1968, Central Michigan University.

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B.S., 1961, Olivet Nazarene College; M.L.S., 1967, Western Michigan University; M.A., 1975, University of Arizona.

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B.A., 1971, M.A., 1973, Olivet Nazarene College; M.R.E., 1973, Southwestern Seminary.

MARILYN BRANTON (1978)
Assistant Professor of Biological Sciences
A.B., M.A., Ph.D., 1978, University of Illinois.

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Assistant Professor of Computer Science and Director of the Computer Center
A.B., 1969, B.S., 1972, Olivet Nazarene College; M.S., 1972, Indiana University; M.S., 1976, University of Southern Mississippi; University of Dayton, University of Richmond.

ALBERTA DAVID (1978)
Assistant Professor of Nursing
B.S., Goshen College, 1965, M.S. in Psychiatric Nursing, University of Pennsylvania, 1970.

CAROL DOENGES (1968)
Assistant Professor of Physical Education
A.B., 1967, Olivet Nazarene College; M.Ed., 1971, University of Illinois.

ALICE EDWARDS (1971)
Assistant Professor of Piano
B.Mus., 1969, University of Oklahoma; M.Mus., 1971, University of Michigan.

RUTH MARIE EIMER
Assistant Professor of Music
B.S., 1969, Olivet Nazarene College; University of Illinois.

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Assistant Professor of English and German
A.B., 1950, Olivet Nazarene College; M.A., 1951, Butler University.

LARRY G. FERREN (1975)
Assistant Professor of Chemistry
B.S., 1970, University of Missouri; Ph.D., 1974, University of Missouri.

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Assistant Professor of English
A.B., 1949, Olivet Nazarene College; M.A., 1968, University of Illinois; B.D., Nazarene Theological Seminary, 1952.

GERALD E. GREENLEE (1941)
Assistant Professor of Music
B.Mus., 1941, Olivet Nazarene College; M.Mus., 1952, American Conservatory of Music.

JEWELL GROTHAUS (1948)
Assistant Professor of Violin; Chairman of Department of Strings; Music Librarian
B.Mus., 1948, B.S., 1957, Olivet Nazarene College; M.S.Mus. Ed., 1958, University of Illinois; American Conservatory of Music. Pupil of Scott Willits and Paul Rolland.

LEONA C. HAYES (1970)
Assistant Professor, Community Health Nursing
B.S., 1954, University of Denver; A.B., 1955, Seattle Pacific College; Certificate in Nurse-Midwifery, 1960, Frontier Nursing Service; M.S., 1964, University of California.

GAIL INGERSOLL (1975)
Assistant Professor of Nursing
B.S., 1972 Olivet Nazarene College; M.S., 1975, University of Arizona.

BILL J. ISAACS (1961)
Assistant Professor of History
A.B., 1958, Olivet Nazarene College; M.A., 1959, University of Illinois.

GUNNELL M. JORDEN (1966)
Assistant Professor of English
A.B., 1959, Olivet Nazarene College; M.A., 1966, University of Oregon.

CHARLOTTE KECK (1974)
Assistant Professor of Nursing
B.S., 1964, Goshen College; M.S., 1974, Northern Illinois University.

GRACE E. KINDRED (1965)
Assistant Professor of Home Economics
A.B., 1936, Indiana University; M.S., 1943, Purdue University; University of Arizona.

JIM D. KNIGHT (1975)
Registrar; Director of Institutional Research; Assistant Professor of Psychology
A.B., 1966, Trevecca Nazarene College; M.S., 1973, University of Tennessee.

IRVING LOWELL KRANICH (1959)
Assistant Professor of Voice
B.S. Mus. Ed. 1954, Olivet Nazarene College; M.Mus., 1961, American Conservatory of Music; Advanced Certificate of Music Education, 1969, University of Illinois; University of Michigan, University of Washington, Northwestern, Pupil of Nellie Ebersole, Edison Harris, Fred Wise, Frances Grund, Elizabeth Wysor, Dorothy Bowen, and William Miller.

WANDA KRANICH (1959)
Assistant Professor of Organ and Music Theory
B.Mus., 1947 and 1949, Olivet Nazarene College; M.Mus., 1951, American Conservatory of Music; Northwestern University; Master Classes in church music, Evergreen Colorado, 1950 (summer session); Valparaiso University; University of Illinois. Pupil of Louise Robyn, Stella Roberts, Dr. Frank Van Dusen, Edward Hanson, Philip Gehring, and Jerald Hamilton 1970.

ALFRED J. LILIENTHAL (1967)
Assistant Professor of Modern Languages
A.B., 1966, M.A., 1969, Olivet Nazarene College; M.A., 1973, DePaul University; D.Min, 1975, Chicago Theological Seminary.

GEORGE LYONS (1977)
Assistant Professor of Biblical Literature
B.A., 1970, Olivet Nazarene College; M.Div., 1973, Nazarene Theological Seminary; Emory University.

JEWELL MONROE (1967)
Assistant Professor of Nursing
B.S., 1960, Michigan State University; M.S., 1963, Wayne State University.

RUTH MOORE (1970)
Assistant Professor of English
A.B., 1941, John Fletcher College; M.A., 1970, Olivet Nazarene College.

RAY L. MORRISON (1975)
Assistant Librarian
B.A., 1974, San Jose State University; M.A., 1975, San Jose State University.

TIMOTHY NELSON (1976)
Assistant Professor of Music
B.A., 1974, Taylor University; M.Mus., 1976, University of Illinois.

JOE M. NOBLE (1976)
Assistant Professor of Music
B.A., 1956, Luther College; M.A., 1962, University of Iowa.

ESTHER ROBERTS (1947)
Assistant Professor of Business Administration
B.S. in Education, 1940; M.A., 1946, Ohio State University.

CAROLYN ROHE (1970)
Assistant Professor Maternal Child Health Nursing; Chairman of Department
B.S., 1966, University of Pittsburgh; M.S.N.Ed., 1968, University of Pittsburgh, Loyola University.

ANITA SALDEEN (1973)
Assistant Professor of Nursing
B.S., 1958, University of Nebraska; M.A., 1973, Sangamon State University.

ESTHER SALZMAN (1972)
Assistant Professor of Nursing
B.S., 1929, Wheaton College; M.S., 1945, University of Chicago, Columbia University.

CAROLYN SECHRIST (1977)
Assistant Professor of Psychology
B.A., 1968, Olivet Nazarene College; M.A., 1972, Rosemead Graduate School; Ph.D., 1975, Rosemead Graduate School.

GENE SHEA (1977)
Assistant Professor of Business Administration
B.S., 1959, Olivet Nazarene College; M.A., 1961, Ohio State University; C.P.A., 1964.

RANDALL SIMMONS (1976)
Assistant Librarian
B.A., 1973, Northwest Nazarene College; M.L.S., 1975, University of Oregon.

JIM STOCKS (1974)
Assistant Professor of History and Career Planning Counselor
B.A., 1963, Trevecca Nazarene College; M.A., 1966, Middle Tennessee State College.

JUDY STOCKS (1974)
Assistant Professor of Nursing
B.S., 1968, University of Tennessee; M.S.N., 1969, University of Florida.

GARY W. STREIT (1973)
Assistant Professor of English
A.B., 1967, Trevecca Nazarene College; M.S., 1973, University of Tennessee, University of Illinois.

STEPHEN K. TAYLOR (1978)
Assistant Professor of Chemistry
A.B., Pasadena College, 1969; Ph.D., University of Nevada, 1974.

VIRGIL VAIL (1972)
Assistant Professor of Physics
A.B., 1949, Northwest Nazarene College; M.S., 1950, University of Idaho; Stanford University.

ADELINE R. VANANTWERP (1960)
Assistant Librarian; Assistant Professor of Library Science
A.B., 1940, Houghton College; B.S. (Lib. Sci), 1942, Geneseo (N.Y.) State University Teachers College; M.A., 1947, State University of New York (Albany).

LARRY D. WATSON (1965)
Assistant Professor of Physical Education
B.S., 1965, Olivet Nazarene College; M.A., 1968, Western Michigan University.

RUBALEE WICKLAND (1969)
Assistant Professor of Home Economics; Chairman of Department
B.S., 1968, Olivet Nazarene College; M.S., 1969, University of Illinois.

ALLAN L. WIENS (1967)
Assistant Professor of Library Science; Director of Library
Th.B., 1954, Canadian Nazarene College; B.D., 1959, Nazarene Theological Seminary; A.B., 1965, Seattle Pacific College; M.Lib.S., 1966, Western Michigan University.

MINNIE WILLS (1971)
Assistant Professor of Spanish
A.B., 1951, Olivet Nazarene College; M.A., 1952, University of Illinois.

FRANK LAMONT WILSON (1972)
Assistant Professor of Physical Education
B.S., 1964, Olivet Nazarene College; M.S., 1973, Indiana State University.

LEORA WINDOFFER (1977)
Assistant Professor of English
A.B., 1968, Olivet Nazarene College; M.A., 1976, University of South Carolina.

Instructors

TERRY D. MACKAY (1975)
Instructor in Economics
B.A., 1973, Olivet Nazarene College.

Special Lecturers

GROVER BROOKS (1973)
A.B., 1971; M.A., 1973, Olivet Nazarene College.

DAVID S. METCALFE (1971)
B.S., 1958, University of Missouri; M.S., 1961, University of Missouri School of Medicine.

EVELYN M. WITTHOFF (1975)
B.S., 1937, University of Illinois; M.D., 1941, University of Illinois Medical School.

OVID W. YOUNG (1965)
B.S., Mus.Ed., 1962, Olivet Nazarene College; M.S. Mus.Ed. 1965, Roosevelt University.

Teaching Assistants

SANDRA CULBERTSON
RANELLE EIGSTI
GLADYS NOGUERA
PHYLLIS REEDER
ALYCE RUCKER
STEPHEN VANCIEL

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Index

Alumni President Selden Kelley, ONC Business Manager Charles Beatty, and Alumni Director Selden Marquart made a presentation of this drawing of a proposed student prayer chapel to the alumni Board of Directors.

Alumni leaders in the Kankakee area make plans for a special campus open house, looking over a computer printout of ONC alumni living in Kankakee County.

Degree and Enrollment Statistics

Degrees Granted (July 1-June 30)

	1975	1976	1977
Associate of Arts	7	12	21
Bachelor of Arts	160	149	129
Bachelor of Science	152	154	136
Bachelor of Theology	4	5	8
Master of Arts	4	6	2
Master of Arts in Education	11	13	7
Total	338	339	303

Fall Enrollment Statistics

	1975	1976	1977
College			
Freshmen	612	632	591
Sophomores	405	451	474
Juniors	371	383	381
Seniors	311	267	317
Other Undergraduates	45	77	64
Graduate	109	69	55
Total Enrolled	1853	1880	1882
Equivalent full-time students (15 semester hour load)	1697	1752	1752

Student Credit Hours by Division

	Fall, 1975	Fall, 1976	Fall, 1977
Education and Psychology	5,236	4,740	3,850.5
Fine Arts	1,907	2,090	2,013
Languages and Literature	4,128	4,353	4,064
Natural Sciences	4,703	5,104	5,298.5
Religion and Philosophy	4,559	4,848	4,196
Social Sciences	4,513	4,870	5,012
Graduate	405	275	270
Nursing			1,094
General Studies			486
Total Student-Credit Hours	25,451	26,280	26,284

ORPHEUS CHOIR

REBLE CLEF CHOIR

VIKING CHORUS

CONCERT BAND

CALENDAR FOR 1978

JANUARY	APRIL	JULY	OCTOBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1	1	1 2 3 4 5 6 7
8 9 10 11 12 13 14	2 3 4 5 6 7 8	2 3 4 5 6 7 8	8 9 10 11 12 13 14
15 16 17 18 19 20 21	9 10 11 12 13 14 15	9 10 11 12 13 14 15	15 16 17 18 19 20 21
22 23 24 25 26 27 28	16 17 18 19 20 21 22	16 17 18 19 20 21 22	22 23 24 25 26 27 28
29 30 31	23 24 25 26 27 28 29	23 24 25 26 27 28 29	29 30 31
	30	30 31	

FEBRUARY	MAY	AUGUST	NOVEMBER
1 2 3 4	1 2 3 4 5 6	1 2 3 4 5	1 2 3 4
5 6 7 8 9 10 11	7 8 9 10 11 12 13	6 7 8 9 10 11 12	5 6 7 8 9 10 11
12 13 14 15 16 17 18	14 15 16 17 18 19 20	13 14 15 16 17 18 19	12 13 14 15 16 17 18
19 20 21 22 23 24 25	21 22 23 24 25 26 27	20 21 22 23 24 25 26	19 20 21 22 23 24 25
26 27 28	28 29 30 31	27 28 29 30 31	26 27 28 29 30

MARCH	JUNE	SEPTEMBER	DECEMBER
1 2 3 4	1 2 3	1 2	1 2
5 6 7 8 9 10 11	4 5 6 7 8 9 10	3 4 5 6 7 8 9	3 4 5 6 7 8 9
12 13 14 15 16 17 18	11 12 13 14 15 16 17	10 11 12 13 14 15 16	10 11 12 13 14 15 16
19 20 21 22 23 24 25	18 19 20 21 22 23 24	17 18 19 20 21 22 23	17 18 19 20 21 22 23
26 27 28 29 30 31	25 26 27 28 29 30	24 25 26 27 28 29 30	24 25 26 27 28 29 30
			31

CALENDAR FOR 1979

JANUARY	APRIL	JULY	OCTOBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6
7 8 9 10 11 12 13	8 9 10 11 12 13 14	8 9 10 11 12 13 14	7 8 9 10 11 12 13
14 15 16 17 18 19 20	15 16 17 18 19 20 21	15 16 17 18 19 20 21	14 15 16 17 18 19 20
21 22 23 24 25 26 27	22 23 24 25 26 27 28	22 23 24 25 26 27 28	21 22 23 24 25 26 27
28 29 30 31	29 30	29 30 31	28 29 30 31

FEBRUARY	MAY	AUGUST	NOVEMBER
1 2 3	1 2 3 4 5	1 2 3 4	1 2 3
4 5 6 7 8 9 10	6 7 8 9 10 11 12	5 6 7 8 9 10 11	4 5 6 7 8 9 10
11 12 13 14 15 16 17	13 14 15 16 17 18 19	12 13 14 15 16 17 18	11 12 13 14 15 16 17
18 19 20 21 22 23 24	20 21 22 23 24 25 26	19 20 21 22 23 24 25	18 19 20 21 22 23 24
25 26 27 28	27 28 29 30 31	26 27 28 29 30 31	25 26 27 28 29 30

MARCH	JUNE	SEPTEMBER	DECEMBER
1 2 3	1 2	1	1
4 5 6 7 8 9 10	3 4 5 6 7 8 9	2 3 4 5 6 7 8	2 3 4 5 6 7 8
11 12 13 14 15 16 17	10 11 12 13 14 15 16	9 10 11 12 13 14 15	9 10 11 12 13 14 15
18 19 20 21 22 23 24	17 18 19 20 21 22 23	16 17 18 19 20 21 22	16 17 18 19 20 21 22
25 26 27 28 29 30 31	24 25 26 27 28 29 30	23 24 25 26 27 28 29	23 24 25 26 27 28 29
		30	30 31


CONCERT SINGERS

College Calendar 1978-1979

Summer Terms, 1978

June 5-23	Session 1 (three weeks)
June 26-July 28	Session 2 (five weeks)
July 31-August 18	Session 3 (three weeks)
August 14-Sept. 1	Basic Instructional Guidance Program

Fall Semester, 1978

September 4	Monday, Freshman Orientation
September 5	Tuesday, Registration, 8:00 a.m. to 6:00 p.m.
September 6	Wednesday, Classes begin, 7:30 a.m.
September 8-10	Opening Revival
October 4	Heritage Day
October 6	Red Carpet Day for High School Juniors and Seniors
October 6	Final day to drop Block I courses
October 9	Columbus Day Holiday (Monday only classes will meet)
October 25	Mid-semester. Block II Courses begin
October 30	Final day to drop regular courses
October 22-29	Fall Revival
November 10-11	Homecoming Weekend
November 22	Final day to drop Block II courses
November 22-27	Thanksgiving Holiday (Wed. 12:40 p.m. to Mon. 12:50 p.m.)
December 20	Wednesday, final day of classes for the semester

January Term, 1979

January 3-23	Three week term for special study in one subject

Spring Semester, 1979

January 29	Monday, Orientation for second semester
January 30	Tuesday, Registration, 8:00 a.m. to 6:00 p.m.
January 31	Wednesday, Classes begin 7:30 a.m.
March 2	Final day to drop Block III courses
March 5-11	Spring Revival
March 20	Mid-semester. Block IV courses begin
March 23	Spring recess begins Friday at close of classes
April 2	Spring recess ends. Classes resume, Monday 4:30 p.m.
April 19	Thursday, Pre-registration for Summer and Fall Courses, No classes will meet.
April 27	Final day to drop Block IV classes
May 4	Holiday
May 16	Awards Convocation
May 17	Thursday, Senior Chapel
May 18	Friday, Investiture Day
May 25	Last day of classes
May 25	Phi Delta Lambda Banquet for honor graduates, 6:00 p.m.
May 26	Commencement Concert 8:00 p.m.
May 27	Baccalaureate Service, 10:30 a.m. Annual Sermon 6:00 p.m.
May 28	Commencement, Monday, 9:30 a.m.

Please bring this catalog when you register for courses.

FIRST CLASS
PERMIT NO. 109
KANKAKEE, ILLINOIS

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Kankakee, Illinois 60901

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YES! I WANT TO KNOW MORE ABOUT OLIVET NAZARENE COLLEGE.

PLEASE SEND ME:

___ General Information Booklet
___ A copy of this catalog
___ Application for Admission
___ Graduate Application
___ Financial Aid Information

Specific Information about:

_____

_____

FIELDS OF INTEREST (Mark 1, 2, 3 if you have more than one interest.)

___ Art
___ Biology
___ Business
___ Chemistry
___ Computer Science
___ Christian Education
___ Dietetics
___ Elementary Education
___ Secondary Education
___ Engineering
___ English, Literature
___ History
___ Home Economics
___ Languages
___ Mathematics
___ Medical Technology
___ Music
___ Nursing
___ Philosophy
___ Physical Education
___ Physics
___ Political Science
___ Psychology
___ Pre-Law
___ Pre-Medical, Dental
___ Religion, Theology
___ Science
___ Sociology
___ Speech
___ Zoology

_____

_____

NAME (Please Print) _____

ADDRESS _____ PHONE (___) _____

CITY, STATE _____ ZIP _____

Last or Current School Attending _____

Year of high school graduation _____ Incoming freshman ____ Transfer student ____

Church _____ Pastor _____

Tear out this card & send it in for more information.

YES! I WANT TO KNOW MORE ABOUT OLIVET NAZARENE COLLEGE.

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Specific Information about:

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_____

FIELDS OF INTEREST (Mark 1, 2, 3 if you have more than one interest.)

___ Art
___ Biology
___ Business
___ Chemistry
___ Computer Science
___ Christian Education
___ Dietetics
___ Elementary Education
___ Secondary Education
___ Engineering
___ English, Literature
___ History
___ Home Economics
___ Languages
___ Mathematics
___ Medical Technology
___ Music
___ Nursing
___ Philosophy
___ Physical Education
___ Physics
___ Political Science
___ Psychology
___ Pre-Law
___ Pre-Medical, Dental
___ Religion, Theology
___ Science
___ Sociology
___ Speech
___ Zoology

_____

_____

NAME (Please Print) _____

ADDRESS _____ PHONE (___) _____

CITY, STATE _____ ZIP _____

Last or Current School Attending _____

Year of high school graduation _____ Incoming freshman ____ Transfer student ____

Church _____ Pastor _____

QUICK REFERENCE INDEX

Departments, Study Areas

Departments and Study Areas as grouped in Divisions

Burke Administration Hall

Reed Planetarium

Milby Clock Tower

Benner Library

Olivet Nazarene College
Kankakee, Illinois 60901
Dr. Leslie Parrott, President